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A framework for the development and implementation of career centres in senior high schools

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A FRAMEWORK FOR THE DEVELOPMENT AND IMPLEMENTATION
OF CAREER CENTRES IN SENIOR HIGH SCHOOLS

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ABSTRACT

Work and career development have always been a part of human existence. Career development theories have sought to offer different perspectives about the meaning of work in people's lives. Some suggested that behavioural style and personality type are intrinsic to a person's choice of career path; others believed that people attempt to implement their self-concept into their occupation; still others considered the impact of sociological and economic factors on an individual's career decision. An underlying theme in these theories is that work in people's lives is important. These and other theories have made substantial contributions to the understanding of career decision making and career development. They have also created a theoretical bridge to a more contemporary and holistic life career development approach. The life career development approach helps individuals project themselves into future possible life roles, life settings, and life events while realizing the importance of gender, ethnic origin, religion, race, and socioeconomic status on their development. A holistic approach is necessary in the economic climate in which we live. These economies are expecting trained and effective workers and therefore require new ways of preparing students for entering and manoeuvring through the world of work and life. There has been significant recent research done on the career development needs of youth (e.g., Alberta Learning, 2001; Hiebert, 2001a; Hiebert & Tomlinson, 1996; Magnusson & Bernes, 2002; Mailandt, 1998; Wells, 1998) to support the "whole-person" approach to preparing youth for adult and working life. Despite the fact that these studies identify the need for better career services, very little has been done to develop a comprehensive approach to addressing the identified needs. Career centres are being advocated as a means of meeting career

planning challenges of youth. Effective school board-based career centres facilitate “. . . career education for all students and provide a focus for career activities in the communities” (Balcome, 1995, p. 13). Career centres are a catalyst for a comprehensive career development approach in high schools and their programs are more integrated and inextricably linked to schooling than ever before. The central purpose of this project was to create a career centre model, to implement the model within the Calgary Board of Education (CBE), and then to expand the implementation to other schools within the CBE. Another purpose was to provide schools or school systems with a step-by-step guide for implementing career centres. The intent of this guide is to provide a thorough career centre implementation strategy. With such a strategy, one can go a long way toward ensuring that today’s youth are provided with well-coordinated career services that prepare them for entering and manoeuvring through the world of work and life.

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CHAPTER 1: INTRODUCTION

Context of the Career Centre Implementation Framework

Work has always been a part of human existence and philosophical questions on the meaning of work have been raised since the time of the ancient Hebrews and Greeks (Engels, Minor, Sampson, & Splete, 1995). In the early 1900's career development was conceptualized as identifying the best match between an individual's skills and occupational demands. Frank Parsons (1909) presented the first theoretical framework for understanding individuals' career decision processes. His approach assisted individuals in identifying their aptitudes, abilities, and interests, and developed their understanding of the world of work. He believed that matching an individual's attributes with the conditions for success in selected fields would result in greater work satisfaction and success. His emphasis on increasing the sense of work satisfaction and success of individuals has remained central to career development theory and practice (Brown & Brooks, 1990).

Since Parsons' work, a growing number of theories and models of career development have emerged. Career development theorists have sought to offer different perspectives about the meaning of work in people's lives. Some suggested that behavioural style and personality type are a major influence in career choice and development (Herr & Cramer, 1996); others believed that people attempt to implement their self-concept into their occupation (Gottfredson, 1981; Super, 1990); another considers the impact of sociological and economical factors in an individual's career decision-making process (Krumboltz, 1994). An underlying theme in these theories is that work in people's lives is important.

These and others theories have made substantial contributions to the understanding of career decision making and career development. They have also created a theoretical bridge to a more contemporary holistic life career development approach.

The life career development approach helps individuals project themselves into future possible life roles, life settings, and life events while realizing the importance of gender, ethnic origin, religion, race, and socioeconomic status on their development. It then relates their projections to their present situations for consideration and incorporation into their plans to achieve their goals and resolve their problems (Gysbers, Heppner, & Johnston, 1998).

A holistic approach is necessary in the economic climate in which live. These economies are expecting trained and effective workers and therefore require new ways of preparing students for entering and manoeuvring through the world of work and life. Community partnerships are all-important for education in a modern society. Together they contribute to effective career development, they promote learning, and they enhance school performance. Furthermore, when all of these groups work together they can build on the strengths already in place in schools and the community (Alberta Learning, 2001). The involvement of all constituents supports the “whole-person” approach that prepares youth for adult and working life.

Problem

It is interesting to note that there has been significant recent research done on the career development needs of youth (e.g., Alberta Learning, 2001; Hiebert, 2001a; Hiebert & Tomlinson, 1996; Magnusson & Bernes, 2002; Mailandt, 1998; Wells, 1998). Each study emphasizes the importance of better meeting the career development needs of

youth. Despite the fact that these studies identify the need for better career services, very little has been done to develop a comprehensive approach to addressing the identified needs.

When establishing a career development framework it is important to identify existing strategies that provide an understanding of best practice approaches, address the need for improvement on initiatives that already exist but require further research and evaluation, and finally, to address potential barriers and resistors and suggest ways to address those issues.

Numerous individuals and organizations have attempted to deal with the career planning needs of youth. Unfortunately, much of what has been developed has not reached the majority of youth it was intended for, nor has the delivery of career interventions in schools been capitalized on. Hence there is a need to establish a central location to better link all constituent groups who contribute to and support the career development of youth. When this happens, linkage between education and career training is solidified.

Career Centre Framework Rationale

Career centres are being advocated as a means of meeting career planning challenges of youth. Effective career centres can serve many purposes. They can provide information and services to all constituent groups. Career centres also provide new ways for people to interact, discover, and benefit from these connections.

School board-based career centres facilitate “. . . career education for all students and provide a focus for career activities in the communities” (Balcombe, 1995, p. 13). Further, proposed provincial career development systems (e.g., Alberta Learning, 2001)

encourage educators and the community to support the career development of child and youth from kindergarten to grade 12. The establishment of a comprehensive career development system would provide a framework for action that would help students “. . . build the competencies and confidence they need to make successful transitions into adult roles, further learning and the work place” (Alberta Learning, 2001, p. 1). Career centres are a catalyst for a comprehensive career development approach in high schools. Career development activities in high schools with career centres are more integrated and inextricably linked to schooling than ever before.

In the Calgary Board of Education, there have been a variety of approaches to the provision of career development services for students in the system. The central purpose of this project was to create a career centre model, to implement the model within the system, and then to expand the implementation to other schools with the CBE. Another purpose of the career centre implementation framework is to provide schools or school systems with a step-by-step guide for implementing career centres. This guide is to help the reader benefit from the career centre implementation experiences of the CBE. With this description the intent is to assist schools/school systems in developing a thorough career centre implementation strategy.

Overview of the Project

There are four chapters in this project. Chapter 1 has described the context for the project. Chapter 2 provides a review of the literature in career and youth development. With this conceptual framework as a backdrop, a review of the literature pertaining specifically to career centres in schools is presented. Chapter 3 presents a step-by-step guide for implementing career centres. Chapter 4 identifies the implications that have

emerged from the implementation of career centres. In addition to the text form, a compact disc has been developed that contains linkages to resource materials used in the CBE career centre implementation project.

CHAPTER 2: BACKGROUND TO THE STUDY

Historical Perspective of Career Development

Career centres have tremendous potential to help students understand the career planning process and how that planning can assist them in their life and work. To appreciate the career centre framework it is important to understand how career theory and practice has evolved over the years to support youth. With this understanding, one can move from the standard career theories to the current state of thinking and modern practice. Current practice prepares youth for the constant change they will experience in their life and work. Recognizing these multiple realities and roles change, one can then appreciate the importance of an evolving career development approach.

Preparing students for their future roles in the world of work was a theme that emerged as early as the late 1800's, when the United States and Canada were becoming industrial nations and were experiencing an increase in immigration and a large movement of persons from farms to cities. During this period, considerable attention was given to how to

. . . effectively distribute immigrants across the spectrum of available occupations; how to bridge the gap between school and the realities of the adult work world; and how to reduce unnecessary job shifts caused by the large number of workers who moved from job to job because they were not aware of their capabilities or the opportunities available to them. (Herr & Cramer, 1996, p. 8)

Frank Parsons (1909), deemed the father of vocational guidance, presented the first conceptual framework for understanding individuals' career decision processes. He

strove to provide a scientific basis for assisting immigrants and others in effectively choosing their work.

Since Parsons' work, a growing number of theories and models of career development and career choice have emerged. What follows is an overview of some of the major theories/models that have made substantial contributions to the understanding of career decision-making and career development. In this paper I first outline Parsons' foundation for the development of the trait-factor approach. Then I identify Holland's typology theory approach, Super's developmental theory, Krumboltz's social-learning theory and, finally, I discuss a holistic perspective of career development, that being life career development. This holistic focus helps explain the what, why, and how of an individual's overall life career development in the 21st century.

Parsons' Trait-Factor Approach

Frank Parsons (1909) presented the first conceptual framework for understanding an individual's career decision process. The development of his ideas came from the Industrial Revolution when there was a need to better distribute workers across occupations. In order to maximize worker satisfaction and success, and minimize employer costs, Parsons advocated the idea of matching individuals with occupations. His approach helped individuals identify their aptitudes, abilities, and interests as well as their understanding of the world of work. He believed that a match between an individual's attributes and the conditions for success in the selected field would result in greater work satisfaction and success. His emphasis on increasing work satisfaction and the success of individuals has remained central to career development theory and practice (Brown & Brooks, 1990).

Parsons' ideas laid the foundation for the development of the trait-factor approach. There are four basic assumptions to the approach:

1. Each individual has a unique set of traits that can be measured reliably and validly.
2. Occupations require that workers possess certain traits for success, although a worker with a rather wide range of characteristics can be successful in a given job.
3. The choice of an occupation is a rather straightforward process, and matching is possible.
4. The closer the match between personal characteristics and job requirements the greater the likelihood for success [productivity and satisfaction]. (Brown, 1984; cited in Herr & Cramer, 1996, p. 178)

In short, career development is conceptualized as identifying the best match between an individual's skills and occupational demands. However, Brown (1990) notes that the trait-factor approach emphasis on matching individual attributes and environmental characteristics does not account for the developmental process that occurs over the lifespan. An underlying assumption of the trait-factor approach is that career choice is a single event and that there is a single right goal for every individual (Herr & Cramer, 1996). In today's world of work, characterized by change, transitions, and diversity, the trait-factor approach may not fully explain the complex processes involved in career development.

Holland's Typology Theory

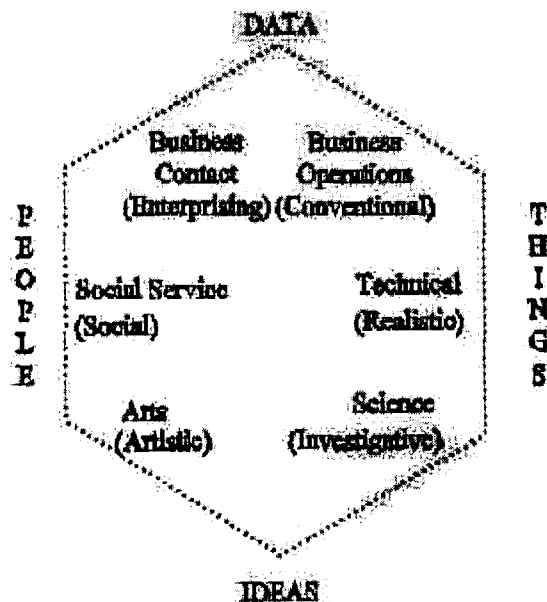
One of the most prominent figures in career development theory is John Holland. Holland's (1966, 1985a) approach gives explicit attention to behavioural style or personality types as the major influence in career choice and development (Herr & Cramer 1996). Holland assumes that the individual is a product of heredity and environment. In this assumption Holland suggests that most people can be categorized into one of six personality types: realistic, artistic, investigative, social, enterprising, or conventional. Each type reflects a distinctive manner in which individuals relate to the world and process information about the world. There are six corresponding environments, each of which is populated by individuals of the corresponding type (e.g., "social" environments are dominated by individuals who demonstrate "social" traits). These social traits may include an individual's preference to manipulate others to inform, train, develop, cure, or enlighten. Holland's contention is that individual behaviour is a function of the interaction between one's personality and environment and that behaviour choice is an expression of personality. Hence, persons inhabiting particular environments, occupational or educational, have similar personality characteristics. Their responses to problems and interpersonal situations are likely to be similar. Moreover, people seek those educational and occupational settings that permit expression of their personality styles.

Holland's personality types in particular have generated much research. Evidence (cf. Laudeman & Griffith, 1976; Scanlan, 1996; Weinrach & Srebalus, 1990) shows that Holland's six personality types were representative of the populations studied. As persons explore occupational possibilities, they use stereotypes of themselves and stereotypes of

occupations to guide their search. If a person's preferences are clear and their information about self or occupations accurate, they will likely make effective choices. If their understanding of their personality is unclear, they are likely to be indecisive and vacillate among possible choices (Herr & Cramer, 1996). The instruments Holland developed, such as the Vocation Preference Inventory (VPI) (Holland, 1985b), provide counsellors with objective data about client personality types and personal characteristics (see Figure 1).

FIGURE 1

Holland Code



(Source: Holland, 1985b)

Holland's theory has practical utility through its comprehensive attention to the structure of career behaviour and the determinants of career choice. The theory, however, has not professed to be a process or developmentally oriented approach to change in such factors over time (Herr & Cramer, 1996). Holland (1994) himself has indicated in speaking of the strengths and weaknesses of his theory: "In general, the strengths of typologies lie in their ability to provide information. In contrast, the weaknesses of typologies lie in their neglect of the processes entailed in change and development" (cited Herr & Cramer, 1996, p. 228). Despite the weaknesses, Holland's theory continues to be a conceptual structure for considering choice, persistence, and performance in educational and occupational settings.

Super's Developmental Theory

Donald Super is another prominent theorist whose work and ideas continue to influence the field of career development. One of the major theoretical contributions of Super is his emphasis on the development and implementation of self-concept in the career development process (Freeman, 1993). The notion of translating one's self-concept into occupational terms helps to understand how people become what they are and how they make career decisions. For Super, the degree of satisfaction individuals obtain from work is proportional to the extent to which they have been able to implement their self-concept in their occupation. Work/life satisfaction also depends on whether individuals find adequate outlets for their abilities, interests, values, and needs. Research evidence (cf. Gottfredson, 1981) suggests that self-concept and self-esteem play pivotal roles in the career development of youth. Having a good sense of one's self is essential for adolescents to develop and explore the exciting world of careers. Van Hesteren and

Pawlovich (1989) emphasize the importance of self-worth, which contributes to the conviction that career planning merits some effort and can produce positive results.

Another major contribution of Super is his adoption of a lifespan developmental approach to career development (Herr & Cramer, 1988; Super, 1990). A central component in this approach is the belief that career is not a one-point-in-time phenomenon, but rather people's careers unfold across time at different stages in their development. There are five major life stages in Super's theory: growth, exploration, establishment, maintenance, and decline. At each stage an individual encounters a series of developmental tasks and attempts to handle them in such a way as to become the kind of person he or she wants to be. In contrast to Holland's theory that emphasizes the single choice and the assessment of people and occupations for more effective matching, Super's focus has been in the ". . . nature, sequence, and determinants of choices that constitute a career over the life span" (1984, p. 205). In other words, they explore and re-explore their career options and re-establish their career as they and/or situations around them develop. Career planning is seen as incorporated into life planning, both of which are continuous and life-long processes. As individuals today are faced with frequent life/career transitions, Super's notions of "recycling" and "mini-decisions" provide a more flexible and accurate perspective of the career development process, one that is continuous and transitional.

Over the years it has been increasingly recognized that career development involves one's life and concerns the whole person. Career development is to be understood within the ever-changing contexts of an individual's life. Super's life-career rainbow depicts how various roles emerge and interact across the lifespan. According to

the rainbow, there are multiple life roles such as “. . . son or daughter, student, leisurite, citizen worker, spouse, homemaker, parent and pensioner. The constellation of interacting, varying roles constitutes the career” (Super, 1980; cited Herr & Cramer, 1996, pp. 235-236). The rainbow visually depicts how the different life roles constitute a life career from birth until death. The importance of each of the major life roles varies throughout the lifespan.

The concept of role salience is of particular significance in understanding individuals’ career development today in which the nature of work and work ethic has changed due to trends such as globalization. It may be increasingly difficult for students and workers to find fulfilment and meaning in their education or work role. They need to learn how to find satisfaction and success in other life roles. Super’s approach is more contemporary and comprehensive in explaining career development in today’s world.

Though empirical studies have been conducted on Super’s developmental approach, they were mainly focussed on the male population. Osipow (1973) remarked that Super’s developmental stages might not accurately describe career development with diverse populations. Moreover, Goddard (1997) noted that further ethnocultural research is needed to directly test the validity and applicability of Super’s theory. Ethnocultural identity consists of 11 variables that impact on each other, either directly or indirectly. These variables are “. . . culture, heritage, age, religion, gender, ethnicity, social class, sexual orientation, economic status, language and learning style” (Goddard, 1997, p. 35). Critics have repeatedly pointed out the lack of attention to economic and social factors that are inclusive of the ethnocultural identity as one of the major weaknesses of Super’s theory. It is an assumption of a fairly individualistic view of career decision making and

equality in job opportunities that may not reflect the experiences of ethnoculturally diverse groups. In fact, Brooks (1990) and Okocha (1994) have found that discrimination and stereotypes are known to affect the career development of these special groups. The role of the socialization process, another ethnocultural variable played in the conception of self, also receives little attention in Super's theory. Socialization experiences can be expanding or restricting and can influence an individual's beliefs of his/her ability and aspirations. The significance of socialization processes in individual's career decision making and choices is expressed by theorists such as Gottfredson (1981). However, in spite of the fact that Super's theory lacks emphasis on career development of ethnocultural diverse groups, he has made a remarkable and enduring contribution in the shaping of career development theory. His theory has laid the foundation for an effective career development approach that brings some order into what has typically been a chaotic, haphazard choice (Herr & Cramer, 1996).

Krumboltz's Social-Learning Theory

Offering a different perspective, Krumboltz (1979) adapted a social learning approach to address the question of why individuals make certain career decisions and not others. In addition to individual characteristics, Krumboltz's theory also considers the impact of both sociological and economic factors, as well as their interaction in career decision making. In particular, Krumboltz maintains that career decision making is influenced by four factors:

1. Genetic endowment and special abilities such as race, gender, physical appearances and characteristics.

2. Environmental conditions and events including cultural, social and political forces.
3. Learning experiences such as instrumental and associative learning experiences.
4. Task approach skills that influence performance standards, work habits and cognitive processes that both influence outcomes and are outcomes themselves. (Krumboltz, 1994; cited in Herr & Cramer, 1996, p. 198)

A distinctive feature of Krumboltz's theory is its conception of self-observation generalizations and world-view generalizations which can be used to explain individual differences in the career decision process. As a result of their past learning experiences, individuals may make faulty generalizations about their task efficacy, interests, and values. They may also generalize their experiences to future events and other environments, such as the nature of various occupations. These self-observation and world-view generalizations may expand individual career options, but they can also be restrictive. For example, a student who believes that they are not good enough in science is not likely to pursue a science-related profession. On the other hand, some individuals are not likely to pursue a career if they think opportunities are not available in the job market. Though these beliefs about oneself and the world of work may or may not be accurate, they tend to influence an individual's aspirations and their subsequent career choices.

Krumboltz's approach is able to shed some light on the complex processes involved in the career decision-making process of youth. It is Krumboltz's (1979) contention that individuals are more likely to pursue an occupation if they are exposed to

positive role models, job/training opportunities, and/or receive encouragement to engage in that occupation. These experiences, conducive to career planning and development, are likely to be limited in the experiences and socialization of all youth.

Another distinctive feature of Krumboltz's theory is its applied focus. The theory can be applied to the development of intervention programs such as assertiveness training and teaching of problem-solving and decision-making skills. These programs could be of particular relevance to expanding the vocational opportunities of all youth.

The social learning theory of Krumboltz's is seen as having considerable compatibility with major aspects of Super's self-concept theory, with development of interests as depicted by Holland's theory (Krumboltz, 1994). Some may suggest that the learning principles that form the basis for the social learning theory may be fundamental to processes embedded within other career development theories and may be a theoretical bridge to a more contemporary holistic life career development approach.

Life Career Development

Four theories addressing career development have been discussed. Each theory has improved on previous theories by taking into account the influence of variables such as the trait-factor approach, availability of opportunity on career choices, interests, aspirations, behavioural style or personality type, socialization, self-efficacy, and work behaviours. Taken together, these theories provide a better understanding of career development in a larger context. This perspective encourages “. . . a more holistic view of the individual, one that encompasses all spheres of activity and all corresponding facets of personal identity (Hall, 1998, p. 7).

The goal of life career development is to identify, describe, and understand the dynamics of an individual's past, present, and future engagement in a variety of life roles. Its purpose is to create a career consciousness within and facilitate one's ability to visualize and plan their life careers (Gysbers et al., 1998). The challenge is to assist individuals to project themselves into future possible life roles, life settings, and life events, realizing the importance of gender, ethnic origin, religion, race, and socioeconomic status on their development, and then relate their projections to their present situations for consideration, and incorporation into their plans to achieve their goals or resolve their problems (Gysbers et al., 1998).

Career Planning Issues Faced by Youth

High school youths are worried about the future (what to do after high school, career path, etc.). It continues to be one of the most frequently expressed needs of Canadian youth (Bibby & Posterski, 1992; Collins & Hiebert, 1995; Hiebert, 2001a; Hiebert, Collins, & Cairns, 1994; Hiebert, Donaldson, Pyryt, & Arthur, 1998). A holistic emphasis makes sense when "career" is seen in the contemporary context, as referring to the summation of one's life experiences, including work, leisure, and education. Most writers, researchers, and educators acknowledge this broader definition by using the term "career/life planning" to describe the work they do. In this broader context, career development is seen as the lifelong process of managing learning, work, and transitions in order to move toward a personally determined and evolving preferred future (National Steering Committee for Career Development Standards & Guidelines, 2001). With a growing body of research attesting to the positive learning gains arising when schools adopt an expanded mandate focussed on meeting the "whole-person needs" of students

(Gysbers, Hughey, Starr, & Lapan, 1992; Lapan, Gysbers, & Sun, 1997) and the high need expressed by students for career/life planning information and services, it is sensible and timely to be adopting a policy that sees increased emphasis and increased resources for career/life planning programming in schools.

Rapid and continuous technological, economic, and social changes directly influence the world of work. As a result, the labour market of the past is quickly becoming a work dynamic that is difficult to capture in occupational dictionaries, codes, or titles. For example, dozens of environmental roles now thrive but did not even exist at the turn of the decade. Entirely new work roles are emerging, and old work roles require new knowledge, skills, and attitudes (Redekopp, Gullekson, & Day, 1998).

Personal change occurs continuously as well. People grow and develop new knowledge, skills, attitudes, beliefs, networks, and other assets at varying rates. Assessment tools (e.g., aptitude tests, personality tests, interest tests)--the backbone of traditional career development interventions--often give people the impression that change is static and unlikely, and that who they are is who they will be. People need to recognize that as they evolve in their social and personal environments so do the outcomes of their assessments. Moreover, individuals must value and nurture their own fluidity if they are to adapt adequately to their changing environments (Redekopp et al., 1998).

The Alberta, Canadian, and global economies are demanding a new way of looking at career development and therefore are also requiring new ways of preparing students for entering and manoeuvring through the world of work. Career development strategies being looked at today include Redkopp et al.'s (1998) "High Five" Plus One

career planning principle: (a) change is constant, (b) follow your heart, (c) team up with your allies/be an ally, (d) keep on learning, (e) focus on the journey, and (f) believe in yourself; and Magnusson's (1992) Five Career Counselling Processes: (a) initiation, (b) exploration, (c) decision making, (d) preparation, and (e) implementation. These two approaches to career development are fashioned for individuals to move back and forth through the processes. Both imply that career development is constant and lifelong.

Students, parents, government, and the business community have been telling schools for a long time that they are not satisfied that students are not adequately trained for the high-tech jobs of today and tomorrow, or for the reality of repeated career change (Williams & Millinoff, 1990). There is also strong social pressure for greater equity in career opportunity. More females, visible minorities, children of economically disadvantaged parents, and physically challenged students are expected to be able to acquire occupations which are associated with higher earning power, more security and prestige, and higher job satisfaction.

Role of Career Centres Meeting the Career Planning Needs of Youth

Career centres are being advocated as a means to meet career planning challenges of youth. Numerous schools districts in Alberta (e.g., Calgary Board of Education, Foothills School District, Grassland School District) have implemented career centres in their high schools to address the career planning needs of youth. Increasingly, with these expectations in mind, counsellors, career practitioners, teachers, parents, community, and business collaboratively administer the career planning process that can be developed through career centres.

Career centres today have a multidimensional purpose. They provide information and services to all constituents. The centres also act as a central location for coordinating these groups, providing knowledge, information, and new ways for people to interact, discover, and benefit from these connections.

The necessary links made by stakeholders are important reasons for a career centre's existence. Housing career centres in high schools provides a central location accessible to all constituents involved in career development. Board-based career centres facilitate “. . . career education for all students and provide a focus for career activities in their communities” (Balcombe, 1995, p. 13). Further, proposed provincial programs (cf. Alberta Learning, 2001) require educators and the community to support the career development of children and youth from kindergarten to grade 12. Career centres can offer the resources and expertise to support the implementation of this career development system and coordinate the numerous programs necessary for successful career development of youth and other community members. As Reardon (1996) indicated, the team approach is a complementary approach of individual, group, and curricular interventions that provide an array of services to help a broad range of clients solve their career problems and make career decisions. Facilitating this process enhances the individual's quality of life and satisfies employer expectations. It also removes the expectation that guidance counsellors are solely responsible for the career development of youth.

The full impact of career centres and career education will be realized when career development ideas and practices become part of the overall delivery of the school as a whole. Career development needs to be integrated into all subject areas so that

students, parents, and teachers can see and experience the impact of all parts of schooling on students' career paths.

“The establishment of a Comprehensive Career Development System will help students build the competencies and confidence they need to make successful transitions into adult roles, further learning and the work place” (Alberta Learning, 2001, p. 1). This system provides a framework for action that includes the involvement of students, parents, and teachers as well as business and community partnerships. Each of these participants contributes to effective learning and school performance and builds on the strengths already in place in schools and in the community (Alberta Learning, 2001). Career development activities are better implemented in an integrated fashion--schooling and career development are and should be inextricably linked. Senior administrators of two senior high schools have indicated that removing career centres from their schools would have a “catastrophic effect’ on the career planning process of high school youth. As stated by the same administrators, career planning has become a strategic plan for many schools and the implementation of career centres has been the catalyst for schools’ integrated approach of career development (personal communication, 2002).

Summary of Historical Perspective

An overview of some of the major theories of career development has been presented. The trait-factor approach, behavioural style or personality types, lifespan development approach, and social learning are fundamental to the processes embedded within other career development theories and can be a theoretical bridge to a more contemporary holistic life career development approach. These approaches demonstrate the evolution of career development and stress implications for practice.

The contemporary/holistic model to career development engages all theories discussed and becomes a critical approach that the Alberta, Canadian, and global economies are demanding. These economies are expecting a new way of looking at career development and therefore are also requiring new ways of preparing students for entering and manoeuvring through the world of work and life. The contemporary approach discussed herein infuses the career development theories and is designed to be more comprehensive and inclusive of all stakeholders. The involvement of all constituents supports the holistic “whole-person” approach that prepares youth for adult and working life.

Career centres can make a powerful and significant contribution to a comprehensive holistic career development approach. As Watts (1988) noted, they can help to ensure that “. . . the future labour force is well prepared for adult and working life, able to make informed career decisions, capable of managing successful career transitions, and committed to life-long personal development, education and training” (cited in Gitterman, 1995, p. 1). A framework for development and implementation of career centres follows.

Career Centre Framework for Development and Implementation

The implementation of career centres in senior high schools requires an understanding of the strategies that exist, are evolving, or need to be developed in order for a career centre to be successful. First, existing strategies are identified that provide an understanding of best-practice approaches. Second, the need for improvement on initiatives that already exist but require further research and evaluation is addressed.

Finally, potential barriers and resistors are identified as well as ways to address those issues. It is the writer's contention that, through comprehension of the above strategies, it is possible to implement career centres that assist individuals in making successful transitions to work or postsecondary education.

Career Planning Process

Numerous career centre implementation strategies have been identified in both national and international contexts. In the CBE jurisdiction, the Crescent Heights High School (CHHS) career centre prototype provides an additional model. The career planning program used in career centres is delivered in a variety of ways. The process itself, however, is virtually the same. Career planning includes the following categories: self-assessment tools, formal assessment tools, occupational research, employment possibilities, goal setting, job search skills, and postsecondary research. The career planning tools have been developed to provide individuals with the direction and essential skills necessary for work or school transitions. Counsellors, career practitioners, and teachers collaboratively administer the career planning process to students via career centres. As Reardon (1996) indicated, the team approach is a complementary approach of individual, group, and curricular interventions that provide an array of services to help a broad range of clients solve their career problems and make career decisions. Facilitating this process enhances individuals' quality of life and satisfies employer expectations. As indicated earlier, it also removes the expectation that guidance counsellors are solely responsible for the career development of youth.

Self-Assessment Tools

Self-assessment tools commonly used in a career centre include informal and formal inventories, computerized guidance programs, and computerized career planning. Informal inventories currently used in career centres “. . . focus, in part, on learning about self and may involve individuals completing interest, value, strength, skill strength and weakness inventories” (Hughey & Hughey, 1999, p. 211). Some of the above inventories can be found on websites such as www.chinookcollege.ca, mazemaster.on.ca, and nextsteps.org. For those individuals who are not comfortable working online, they may access career planning workbooks that contain assessment tools. Such books include *Multiple Choices*, *Radical Change in the World of Work* and *The Self-Directed Career Planning Guide*. These can be ordered free of charge from Alberta Learning Resource Centre (Career Shop). Formal inventories are more detailed self-assessment tools that require a trained individual to analyze and evaluate the results. Formal assessments may provide a more in-depth analysis of a person’s interests, personality type, or skill strengths and weaknesses. Such formal tools may include the Strong Interest Inventory (which assesses a broad range of occupations, work activities, leisure activities, and school subjects) and the Myers-Briggs Type Indicator, a self-report personality inventory designed to give people information about their personality preferences. Computerized guidance programs may provide career centre staff and teachers with a tool that can help a number of individuals at one time to use a variety of self-assessment tools within the program that match and connect them to various occupations. Once the individuals identify areas of interest, they can then work through the computerized guidance

programs individually or with guidance counsellors, teachers, or career staff. Guidance programs commonly used in schools include careercruising.ca and bridges.com.

Computerized career planning is a tool used by individuals who enjoy using a self-directed approach. This approach allows individuals to work through the career planning process and self-assess their progress at their own pace. A newly designed computerized career planning program can be found on Chinook College's website under Career Services.

The above assessments facilitate self-understanding and encourage individuals to develop and make informed career decisions. The computerized guidance programs and computerized career planning tools are especially useful for schools that are tight for space but have regular access to computers.

Occupational Options

It is important for students and other individuals to become aware of occupational options. Providing occupational choices allows a person to create a list of possibilities. Strategies include providing access to occupational information, occupational integration in curriculum, career days, career courses, postsecondary days, job shadowing, and job informational interviews. In addition, a variety of print resources and websites can be used to become familiar with occupational options. Career centres have many of these resources which are critical to individuals who require support in learning about the occupational options available to them.

Employment Possibilities

Having access to occupational information is important, but students are saying that they want to “. . . directly experience jobs and careers of interest” (Hiebert, 2001a,

p. 3). This desire for contextual learning supports the employment possibilities for individuals. Some strategies that are presently being used by career centres or schools include Work Experience, Registered Apprenticeship Program, Career Academies, Technical Preparation, Volunteerism, Job Boards or Job Banks. The workplace has changed drastically and it is imperative that individuals are prepared for those changes. Fingas (1999) indicated that Canada will need to do intensive work evolving and articulating models and career pathways for the workplace of the future. She believes that the career pathways will need to commence in secondary school and bridge into the workplace, the adult learning system, and a system for continuous learning. Some pockets of contextual learning innovation already exist in Alberta and numerous districts are sharing and building career models that suit their particular needs. Some programs that currently exist include Internships, Work Experience, and the Registered Apprenticeship Program. They rely on the cooperation of the private sector to provide job placements for students. An example of a corporate partner is Syncrude Canada who supports all three aforementioned programs. This support from the private sector assists students in developing the necessary skill competencies for successful school-to-work transition and employment opportunities.

Decision-Making and Goal-Setting Skills

Being able to make career decisions, establish goals, and devise an action plan to accomplish those goals will prove valuable for an individual's future. Even if a person has not decided on a specific occupation or further education major, she or he will be as well prepared as possible for the various options they are considering. "This life skill will prove valuable to them as they change jobs, occupations or majors" (Hughey & Hughey,

1999, p. 211). An effective approach to goal setting and decision making is to teach teachers the process and have them use this goal-setting and decision-making approach in their day-to-day work with students. Another approach is to offer workshops to offer goal-setting and decision-making workshops. Career centre personnel can work collaboratively with educators and employers to provide students with the opportunity to learn how to establish goals, implement career decisions, and develop and implement actions based on the decisions made.

Job Search Skills

Job search skills are also important in the career planning process. These skills relate to networking and to seeking, finding, and acquiring employment. Students are developing these skills through the collaborative work of teachers, career counsellors, parents, social agencies, and business partnerships. The Career and Life Management (CALM) course, offered in Alberta schools, addresses these skill requirements. At CHHS, a career centre assistant worked with the human resources department of NOVA Chemicals to develop a résumé that best represents a student's abilities and talents. Individuals from NOVA Chemicals have also provided current résumé, cover letter, and interview workshops for students and teachers. Also, in collaboration with NOVA Chemicals and other business partners, a CALM teacher at CHHS established a professional interview program. This program has been well received by students, staff, parents, and business people. Similar programs exist in other districts. Each of these connections helps students understand the importance of these skills and of the networking they must do to successfully acquire a job and, eventually, a career.

Postsecondary Research, Financial Assistance, and Scholarships

Career centre personnel and guidance counsellors spend a significant amount of time assisting students with postsecondary research and scholarship applications. This is important because in 1997 “. . . 63% of Grade 12 Alberta students said they were planning to enter a post-secondary program” (Lowe, Krahn, & Bowlby, 1997, pp. 37-38). Students require the career experts’ assistance in reviewing program options, requirements, and costs required by these various institutions. One of the main reasons many high school graduates and young adults do not attend postsecondary education is the high cost involved. Career centres provide the venue for financial advisors to provide information and assistance to students who would like to further their education. Scholarships have also become an important part of postsecondary research. A counsellor at CHHS constructed a database that allows students quick reference to all scholarships available to them. This resource has proved to be invaluable. Postsecondary research, financial advice, and scholarship information made available in career centres provide students with a greater opportunity to further their education. It also may assist in increasing the postsecondary enrolment of high school graduates.

Improvement on Initiatives

Career planning tools are necessary for guiding and directing individuals to career options and opportunities. Such tools, however, are only one part of the career centre’s role in providing career development services. There are a multitude of issues to be considered if career centres are to be successfully implemented. Areas that have been developed but will continue to evolve include: curriculum integration, technology, parents as mentors, inclusion of community and business, and ethnocultural and

special-needs considerations. When reviewing these issues it is necessary to discuss marketing, para-professional personnel versus career counsellors, and potential barriers or resistors to career centre implementation.

Curriculum Integration

The career development system that is under consideration to be implemented by Alberta Learning will need to be integrated into all curricula from kindergarten to grade 12. Educators and administrators must move quickly if they are to meet these requirements. Fortunately, courses have been developed over the years that have addressed career development in schools. Such courses include Career and Technology Studies, Career Direction Courses, Career and Life Management, the Technical Preparation and Registered Apprenticeship Programs, and Work Experience. The CHHS career centre assistants and guidance counsellors have supported the teachers with the courses offered at the school. This expertise has removed the expectations that teachers should conduct independent research and be the experts in everything, including career development.

Improvement in career development integration is needed in the core subject areas, specifically Math, English, Science, and Social Studies. This is necessary because of Alberta Learning's plans for a Comprehensive Career Development Program. A recommendation of the research findings conducted by Magnusson and Bernes (2002) is to ". . . continue working toward a comprehensive and integrated career development program for grades 7-12" (p. 8). Career practitioners and counsellors, in collaboration with core curriculum leaders, administration, and other subject leaders, will be required to identify career development approaches and determine how they could be integrated

into the various curriculum areas. This will require ongoing professional development of school staff. This recommendation is supported by Magnusson and Bernes' (2002) research findings that professional development and/or training is needed to help school personnel provide effective career planning services to youth.

Job shadowing and volunteering is another approach supported by career centres. Providing support to teachers and creating these opportunities for students could be very beneficial to the career planning, decision-making, and skill development processes. These two approaches are currently being developed at CHHS and will require further discussion and experimentation.

Technology

Evolving technology impacts every aspect of work, education, and personal lives, including career services. According to the National Association of Colleges and Employers, technology will continue to impact career services through the computerization of résumé templates, on-line job vacancy bulletins, and career resources (Sampson, 1999).

One may question the need for career centres when the Internet can (or will soon) provide a full range of career services. It is important to remember that technology is a tool for career development and not the means. As educators and counsellors are aware, some individuals are better prepared than others to engage and therefore benefit from information use and learning. Given the existence of individual differences, the best approach may be to determine how career centres and technology can best contribute to the career development of individuals and then use each resource in the most effective manner possible (Sampson, 1999).

Another consideration is that as businesses begin to gain comfort and familiarity with using the Internet for hiring purposes, so too will students and adult learners need to have the knowledge, skills, and confidence to access and utilize this information. Educators must be competent in educating individuals in the use of Internet job search and application techniques.

Developing a system-wide career centre website could provide a medium for career services provided. Many schools would like to have a career centre but do not have the physical space available. Developing a virtual career centre may relieve some of the space concerns experienced by individual schools. If this website were to be developed, there are several things that would need to be considered. Mackert and McDaniels (1998) documented the implementation of a career centre website for the University of Missouri-Columbia. Their work suggests that a career centre implementation steering committee must first consider whether the development of the system-wide website fits with the philosophy and direction of the school board. Second, the purposes served by the site and the career services to be provided must be determined. Third, the financial costs of developing and maintaining the website have to be calculated. And fourth, client experiences with the website need to be documented and evaluated. These issues need to be addressed by those charged with creating a career centre website.

Collaboration of Stakeholders

Career centres provide a venue for business and industry, governments, associations, educational institutions, and the community to work collaboratively in meeting the career development needs of youth and adult learners. A thematic review and background report of the transition from initial education to working life in Canada,

conducted by the Organization of Economic Cooperation and Development (OECD; 1998), describes how each of the previously mentioned groups have or are becoming involved in youth and adult learners' school-to-work transitions. Recent research by Lowe et al., 1997 supports the OECD (1998) findings. Business and industry are becoming more involved with schools by “. . . connecting work-based learning with classroom instruction and developing work-related skill and abilities through practical work experience” (Fingas, 1999, p. 4). An example of this developmental work, as described by Fingas (1999) includes the partnership of Crescent Heights High School, NOVA Chemicals, and other business partners. Additionally, federal and provincial governments in Canada have, independently and collaboratively, supported numerous school-to-work transition initiatives. Some of those initiatives have included the Youth Internship Program, Stay-in-School Project, the Job Entry Program, the youth employment centres partnering with school districts, and research projects like the ongoing National Graduate Survey. All of these initiatives benefit youth and adult career development and can be supported by an existing career centre.

Organizations such as the Association of Accountants or the Association of Professional Engineers, Geologists and Geophysicists are contributing their expertise in classroom presentations or by becoming directly involved in science fair competitions. Career counsellors and teachers facilitate the efforts of these associations. Educational institutions are beginning to “. . . create explicit links between secondary and postsecondary education through course sequences that bridge the two levels” (Fingas, 1999, p. 4). Such collaboration needs to be encouraged and continued.

Volunteerism

The community, through volunteerism, is providing individuals with the opportunity to develop necessary employability skills and establish career networks that may prove useful in their future. Also, volunteering gives individuals a chance to investigate career opportunities, develop personal skills, gain experience, improve confidence, turn interests into action, and establish a feel for the workplace. These experiences provide individuals with the opportunity to connect with the community and to get to know themselves.

Parental Influence

The influence that parents have on their children is much greater than they might think. In a comprehensive literature review, Otto and Call (1985) concluded that researchers from the fields of social psychology, child development, sociology, demography, and career development have long recognized the major role which parents play in shaping their children's career decisions. Posterski and Bibby's (1988) survey of Canadian youth reports that most adolescents acknowledge parents as the strongest influence in their lives. Crescent Heights High School conducted a survey of grade 12 students in 1998 and found that parents were the most influential factor when it came to the students' career decisions. Wells (1998) and Magnusson and Bernes (2002) conducted similar surveys and found similar results.

Herr and Cramer (1988) consider it natural that children would look to their parents for advice. Crysedale's (1996) cross-Canada research showed that 67% of young adults gave high praise to the involvement of their parent(s) in their career planning, although parents felt it had little merit. In Magnusson and Bernes' (2002) comprehensive

career needs survey (CCNS), students were asked to rank (first, second, third) who they would most likely approach for career help: 80% of the junior high and 75% of the senior high students listed their parents as their number one choice. Lehr and Jeffrey's (1996) research of rural career needs suggests that parents want to assist their children in career planning. However, many felt that they were ill-advised about career education and not adequately knowledgeable about what career information was available. Since students are most likely to go to their parents for help with their career planning, Magnusson and Bernes (2002) have identified, as a future direction, that an important aspect to career planning service delivery for youth will be to find ways to involve parents in career planning programs (i.e., employ the "natural allies"). Given knowledge and accurate information on career development, parents could more easily provide their children with unbiased advice on career planning. Career centres could enhance parents' empowerment and confidence in their ability to communicate career information effectively. Parents felt that youth needed to explore career options other than those traditional to a family or community and that youth also needed help when entering or re-entering a career path after an initial failure. It was discovered in Lehr and Jeffrey's (1996) study that more resources were needed to be available for youth in their schools. It was determined that local schools and organized community resources were key to helping young people with respect to these needs. By implementing career centres in rural or urban high schools, students would have access to career materials and opportunities such as job shadowing, informational interviews, postsecondary institution information, and scholarships. This career centre and its resources would be available to elementary, junior, and senior high school students well before high school graduation. Schools play a significant role in

providing the necessary information needed to make the transition from school to work. Unfortunately, parents often lack the confidence in their ability to search out the necessary information. Since schools and teachers have access to important career information it is imperative that they share this valuable knowledge with parents.

Ethnocultural and Special-Needs Issues

Two other factors influencing individuals who require the services of a career centre are ethnocultural and special-needs considerations. Goddard (1997) suggests the adoption of the term *ethnocultural* because it better reflects the individual nuances of identity than the more commonly used term 'multicultural.' Ethnocultural identity consists of 11 variables that impact on each other, either directly or indirectly: ". . . culture, heritage, age, religion, gender, ethnicity, social class, sexual orientation, economic status, language and learning style" (Goddard, 1997, p. 35). If one examines these variables within the context of schools, then the significance is apparent. However, to do this, career practitioners, counsellors and teachers ". . . require an overall understanding of diversity and differences" (Goddard, 1997, p. 35). Workshops, inservices, and professional development programs would be useful in establishing a basic understanding of the ethnocultural verity and how various career development strategies need to be developed to support such realities. Further research and time will be required if career centres are to successfully adjust and meet the career development needs of an ethnoculturally diverse student population.

The special needs of students could also be included as a category of ethnocultural diversity but for the purposes of this paper they will remain a separate entity. Special-needs groupings include children who are physically and mentally

challenged, gifted and talented, learning disabled, and so forth. Rightfully, school boards provide services and programs for all individuals who have been identified as belonging to one of these three categories. Career planning processes and resources addressed earlier in this paper could be used for special-needs students but the administration and utilization of these processes requires serious consideration. Utilizing the knowledge and experience of special-needs educators would assist career centre personnel in devising numerous career development approaches that may successfully meet the expectations of all individual students.

The identification of software and technology appropriate for special-needs education could be another strategy implemented in career centres. For example, speech recognition technology could be used “. . . to assist individuals with disabilities with written communication” (Rozniarek, 1998, p. 2). This program provides the means for individuals who suffer from written communication difficulties to improve the quality of their writing and increase their chance of attaining career goals. Most importantly, career centre personnel, counsellors, and teachers should proceed from the bottom up, focusing on what clients identify as their needs. Addressing the needs of the whole person and developing individual plans may better prepare special individuals for the career transitions they will face.

Marketing

Marketing career centres and the services offered are important issues for the school board implementation steering committees to consider. Behren and Gordon (1997) facilitated a workshop in Wisconsin that pertained to effective marketing strategies for career centres. Participants were asked to identify their most successful promotion

techniques. The outcomes were significant. Successful marketing strategy results include the following:

Posting flyers, writing to parents, meeting with parents of freshmen, setting up multicultural mentoring programs, providing customized student workshops, holding career fairs, running “Meet the Press” seminars conducted by local business people, placing an information table in the cafeteria, offering workshops presented by work/study students, distributing a printed career guide and newsletter, providing computerized job search programs, posting daily bulletins over the public address system and on the career center web page, work closely with faculty, be visible, increase staff professional development on career development, offer credit courses on career planning and job search, intervene early in the students’ education, conduct surveys of students and educators to discover what they need most, setting up professional development class for grade 11 and 12 students, holding seminars, such as “Emerging Trends,” that provide career information for every major or subject, hold networking receptions of students, parents, business people and alumni, establish an experiential education program (i.e. career academies) and more “open” hours of the career center.

(Behren & Gordon, 1997, pp. 36-37)

Another marketing strategy, identified by Harris and Jones (1999), is enlisting the support of parents. Parents are allies in promoting and supporting career services.

Providing parents with career development information is a useful marketing approach because parents want access to it for reference and discussion with their children. Parents can also be opportunity advisors. By tapping into parental resources, career centres can

expand experiential on-the-job learning for students. The marketing of career centres is a huge undertaking but can be accomplished through experimentation, risk taking, and ongoing evaluation of best practice approaches.

Staffing Career Centres

Staffing career centres is yet another issue that needs to be addressed. Regardless of the services provided, career centre implementation will be “. . . constrained by the availability of financial and administrative support. Therefore, the challenge for career service professionals will be to utilize their limited resources in the most effective manner possible” (Freehan & Wade, 1998, p. 149). Many would argue that educators or qualified career counsellors should staff career centres. An experienced teacher’s understanding of curriculum and their ability to deliver credit courses on career development seems a logical fit. Similarly, it appears appropriate that the minimum qualifications of counsellors should be a Bachelor of Education degree and a counselling diploma. The curriculum integration of career development by educators with personal and career counselling experiences, and the ability of both to deliver credited career courses, would undoubtedly be the “best-case” scenario.

Unfortunately, recent budget constraints and the increased demand for skilled educators and counsellors limit the opportunity for a professionally staffed career centre. One alternative would be to hire career practitioners or para-professionals who have completed a 2-year career development diploma or certificate from an accredited institution. Additional requirements may be that they have sufficient experience in career development, and possess strong communication and interpersonal skills. Other skill requirements may need to be identified. If practitioners were to be hired, the cost of

staffing career centres would be significantly less because para-professionals can be employed at approximately half to three-quarters of the salary of full-time professionals. “The para-professional approach makes possible a range and flexibility of service offerings not otherwise possible” (Freehan & Wade, 1998, p. 153). Appointing a professional staff person to supervise a number of para-professional practitioners would “. . . still provide indispensable support for counselling and administrative activities, and the para-professionals’ unique contribution would be seen as justification for a full reliance on a professional staff” (Freehan & Wade, 1998, p. 151). The use of professional or para-professional staff, or a combination of both, must be considered by unbiased policy-approving bodies involved in the systemic implementation model.

Barriers and Resistors

To successfully implement career centres it is necessary to identify possible barriers and resistors. Potential barriers can be defined as obstacles that prevent the successful implementation and development of career centres. Resistors are individuals who, for whatever reason, resist the positive implementation and development of career centres.

Three barriers that may obstruct the implementation of career centres are physical space, funding, and sustainability. Many schools are overpopulated and do not have vacant space. Prioritizing the need for career centres with school and district administration would be one approach to resolving the space barrier. This would require ongoing discussions by counsellors, educators, and career centre personnel with administration, school staff, students, parents, business partners, and the community to effectively communicate the necessity for career centres. Such discussion may lead to the

provision of the physical space necessary to provide career services. This is only one possible solution. Other options may need to be identified to solve this potential problem.

Funding and sustaining career centres in many boards has already been a topic of numerous discussions. All stakeholders need to see career centres as an integral part of career development for K-12 students and for adult learners. If this can be established, the process of funding and sustaining career centres can proceed. Such strategies may include mandating three one-credit career direction modules from Alberta Learning, where the board designates curriculum education units to pay for career centre personnel. A second approach is to solicit funds from agencies such as the United Way, Human Resources and Employment, Human Resources Development Canada, Calgary Educational Partnership Foundation, or Careers: The Next-Generation, just to name a few. Such funds would be designated for career centre operation.

To have the board itself fund career centres would be a valuable approach. This demonstrates a commitment to all members of the board that this initiative is necessary. Balcombe (1995) identified in his career centre survey that board-sponsored centres almost always received funding from the board.

Another approach to funding and sustaining career centres would be to hire an individual who has the experience, expertise, and contacts to raise the necessary funds. This issue is complicated and may require further discussion and research.

Possible resisters to career centre implementation include teachers, counsellors, and administrators who do not understand or value the importance of career development. Those who hope for career centre support should consider Fullan's (1999) notion of transferability. The transferability approach explains why good ideas and initiatives do

not receive support from others and how one can reframe the matter so that large-scale change becomes possible. Fullan cites Schorr's (1997) seven successful social improvement programs to support his stance:

1. Successful programs are comprehensive, flexible, responsive, and persevering.
2. Successful programs see children in the context of their families.
3. Successful programs deal with families as parts of neighbourhoods.
4. Successful programs have a long-term preventive orientation, a clear mission, and continue to evolve over time.
5. Successful programs are well managed by competent and committed individuals with clearly identifiable skills.
6. Staff and successful programs are trained and supported to provide high-quality, responsive services.
7. Successful programs operate in settings that encourage practitioners to build strong relationships based on mutual trust and respect. (Schorr, 1997; cited in Fullan, 1999, pp. 73-74)

If the career centre implementation committee and other governing bodies can effectively utilize Schorr's seven steps for successful social improvement programs, there is a possibility that the resisters could be convinced of its value. If the strategies suggested prove unsuccessful, further research should be considered.

Summary of Career Centre Framework

All career centre strategies identified in this paper are applicable to any school division context and have effective implications for practice. It is important to recognize that these implications for practice involve all stakeholders. Sharing a common vision, working collaboratively, and recognizing that career centres are the hub for administering career development strategies improves the opportunity for all individuals to meet their career development goals.

Areas that have been developed and will continue to evolve are the career planning process, curriculum integration, technology, parents, and inclusion of community and businesses. Each established strategy requires the services of a career centre and the individuals who manage it. Having access to career development information and resources in the centre or via the Internet creates a well-informed and supported community. Also, technology, parental involvement, and community and business participation expand a career centre's possibilities and increase its networking opportunities. The more collaborative stakeholders become, the greater the quality of programs and services provided.

Programs that have seen some development but require further research and assistance from experts are ethnocultural issues, special needs, and marketing. Each term is relatively unfamiliar to most stakeholders, including career counsellors and teachers. Offering workshops, information, and planning sessions on these topics can help career centre personnel better understand the issues and further develop comprehensive programs that meet the needs of all career centre clients. In staffing career centres with professional or para-professional staff the implementation steering committee will need

to identify the availability of financial and administrative support, services required, qualifications needed to operate the centre, and how staff will work collaboratively in delivering career development services.

To overcome potential barriers and resistors to the implementation of career centres will also require foresight and planning. If a barrier or a resistor exists, what strategies will be used to address these issues? Schorr's seven steps to a successful social improvement program may be considered as a possible approach to solving these potential problems (Fullan, 1999). This is only one of many possible options available for resolving barriers or resistors. As Wessel (1998) indicated, if the implementation team consists of individuals who critically evaluate the successes, failures, strengths, and weaknesses of career centres, and redirect the focus to adapt to the demands of its users, then career centres should be successful in the 21st century.

The next section will provide a step-by-step guide for career centre implementation. (For the purposes of this document, the terms "career services team" and "career development team" will be used interchangeably.)

CHAPTER 3: STEP-BY-STEP GUIDE FOR CAREER CENTRE IMPLEMENTATION

Career centres can serve a valuable function within any school. A carefully developed and thorough implementation plan is needed to ensure that today's youth are prepared for entering and manoeuvring through the world of work and life. What follows in this chapter is a step-by-step guide for implementing career centres. As each step is described, a description of the actual implementation experience within the CBE is provided. One of the purposes of providing this guide is to help the reader benefit from the career centre implementation experiences of the CBE. In describing the CBE experiences, I will use examples where appropriate to illustrate the successes or difficulties experienced while implementing career centres.

Career Centre Vision

Over the last several years a colleague and I attended numerous meetings and had several conversations about youth career development. Everyone we met or talked with had either developed or was planning ways to support youth career development. Although we thought their efforts and hearts were in the right place we were concerned that almost everything was being developed in isolation and not reaching the majority of youth it was intended for. With that in mind, my colleague and I began looking at how we could bring these individuals and groups together to better address and meet the career development needs of Calgary's youth. We both felt that housing career centres in high schools would provide a central location accessible to all constituents involved in youth career development.

Fortunately the Calgary Board of Education (CBE) had one school, Crescent Heights High School, who had established a career centre in 1992. Through the perseverance of a guidance counsellor, the career centre had been sustained over the years through private donations and corporate sponsorship. With this centre as a model, an initial presentation to the CBE senior administration was made and, as a result, I was given a year to establish the Crescent Heights career centre as a prototype for the system. On February 14th, 2000, a second career centre presentation was given to a group including senior administration, the principal, guidance counsellor, the CALM curriculum leader of Crescent Heights High School, and an off-campus teacher and specialist of the CBE. Dr. Donna Michaels, Chief Superintendent (at that time) of the Calgary Board of Education determined that “. . . the time to offer the services of career centres to all [our] high school students . . .” had come (personal communication, 2000). With this declaration, the process of career centre implementation within the CBE began. Although there was a strong conviction to implement career centres, there was uncertainty regarding how to make it happen. Hence, there was a need to establish a step-by-step guide for implementing career centres to assist other schools/school districts that choose to implement career centres. The guide that follows represents a summary of the experience of career centre implementation within the Calgary Board of Education. The implementation process has been described in 10 steps. Where appropriate, the steps have been modified to reflect recommended practice.

Career Centre Implementation Process

Step 1: Acquiring Background Knowledge of Youth Career Development and Career Centres

The first step for successful career centre implementation is to acquire knowledge of career development of youth, and of the role that career centres can play in fostering that development. This information can be gained by conducting a thorough literature review. There is a wealth of valuable information available in professional journals, books, websites, and government literature. Becoming well versed in this literature provides individuals with a greater understanding of the theory and research of career counselling that has expanded substantially over the last 30 years. The literature also reveals the convergence of ideas of counselling and career psychology to interventions that facilitate it (e.g., career centres). Literature that I reviewed included the following journals, books, reports, surveys, and websites:

- *Guidance and Counselling, Journal of Career Planning and Employment, Journal of Career Development, Canadian Journal of Counselling*
- *Career Guidance and Counseling Through the Lifespan: Systematic Approaches* (5th ed., 1996), *Career Counselling Processes, Issues, and Techniques* (1998)
- *Thematic Review of the Transition from Initial Education to Working Life: Country Background Report: Canada*
- *Comprehensive Career Needs Survey: An Overview* (Magnusson & Bernes, 2002); *1996 Alberta High School Graduate Survey: Report of Research Findings* (Lowe et al., 1997); *Calgary Board of Education Career Needs Survey Report* (Calgary Board of Education, 2001; Hiebert, 2001a)

- <http://www.hrdc-drhc.gc.ca>, http://www.cbe.ab.ca/sss/work_exp.asp

The results of Step 1 for the CBE implementation may be found in the literature review in Chapter 2 of this project.

Step 2: Making Presentations to School/School District Decision Makers

Once sufficient career knowledge is gained by the individual(s) championing the career centre initiative, they can use their newly acquired knowledge to inform and increase the understanding of career centres and career development to individuals who are the decision makers for a career centre initiative in a school and/or school district.

There are several ways individuals can present the career centre and career development information to gain support from decision makers. One way is to make presentations; another is to facilitate meetings (e.g., facilitate a career planning activity so participants apply the career planning process). The main points included in a presentation or facilitated at a meeting include the following:

- Overview of presentation
- Presentation of recent youth career development research (preferably provincial, local or national)
- Description of career centres and what they offer
- Recommendations for your school and/or district

(See Appendix A for an example.)

Step 3: Determining a Coordinator and Establishing a Career Centre Implementation Committee

Once approval has been given to implement a career centre the school and/or school district should choose an individual to coordinate the initiative. This individual

must be passionate about the project and have sufficient knowledge of career development and strong leadership skills. Such leadership skills should include strong organization skills, exceptional communication skills, the ability to build relationships with diverse groups of people, and perseverance. The successful candidate should also have an understanding and proven ability in collaborative leadership and decision making. Appointing a person with these skills will help move the project along in a productive and timely fashion.

Once the coordinator has been appointed, the next task will be to form a Career Centre Implementation Committee (CCIC). This committee should include a broad representation of participants from the school and/or school district including a guidance counsellor, principal(s) and/or administration, and teachers from related areas such as Career and Life Management, Work Experience, Career and Technology Studies, and core curriculum teachers. Having an equal representation of reputable constituents allows for an unbiased and comprehensive perspective and approach when developing and implementing a career centre. When forming the committee within the CBE we did not include a parent, student, community, or business representative because at the time we did not feel it was an absolute necessity. I would certainly encourage a school or school district to include the aforementioned constituents. Having their input throughout the implementation process would be more inclusive and equitable. It may also create opportunities to establish strong allies and allow the CCIC team to access the constituents' knowledge and expertise.

Step 4: Establishing a Conceptual Organization Framework.

Once the CCIC is established it will be necessary for the group to establish an organizational framework. This framework helps the group establish their purpose and helps set the direction for their work. The Life-Role Analysis Model developed by Redekopp and Magnusson (1988) and Magnusson (1990) provided the organizational framework for the CBE implementation project, including the following:

- Vision – describes what the career centre will provide to the school or school district. The vision statement should be short but descriptive.
- Mission – describes the specific purpose of a career centre. It should be 10 words or less.
- Roots of the Career Centre – describe the extended community called school. The roots of the career centre include three categories: school, community, and business. School includes students, teachers, parents and postsecondary institutions; community includes community agencies and community partnerships (e.g., Alberta Human Resources & Employment; Rotary Club); and business includes local business and industry and business partnerships.
- Outcomes – describe the end result for each constituent and the career centre (e.g., “career centres will be sustainable”).
- Process – describes the step-by-step approach of how to achieve the outcomes for constituents and the career centre (e.g., student career portfolios, and parent/student workshops).

- Structures – describe what needs to be in place in order to successfully implement career centres (e.g., career centres in schools, funding, technology, and resource library).
- Implementation – describes the timeline for implementation of the career centre. If it is one school, the committee may establish a timeline for when the career centre will become fully operational. If there is more than one career centre, a school district may want to establish a timeline over a certain period of time (e.g., 3-year plan to implement career centres into 22 high schools).

It is important when building this organizational framework that all members have an opportunity to contribute to its development. The CBE's approach was to adapt the Magnusson (1990) organizational framework. Dr. Magnusson provided advice on how to build the CBE's Career Centre Implementation Framework. Unfortunately not all members took part in the process and questioned the approach as well as its development. A lesson learned was to always be inclusive when building your program. Intentional or unintentional exclusion of team members creates unnecessary challenges.

The organizational framework developed for CBE implementation is provided in Appendix B.

Step 5: Funding and Developing a Career Centre Sustainability Plan

Funding and developing a plan for sustainability of career centres is necessary at this point before further work and time is committed to the project. The committee needs to ask, "How are we going to fund the implementation of a career centre and how will it be sustained?" The CCIC team needs to determine the cost of implementing a career centre and then explore funding possibilities. Funding opportunities may include school

district budget, corporate partnership support, private donations, provincial or federal ministries (e.g., Alberta Learning; Human Resources Development Canada), and student-generated credit equivalency units (CEU's). The CBE's approach was to secure initial seed funding for the first year from Alberta Human Resources and Employment (AHRE) and establish a CBE human resources budget line based on student generated CEU's for the following years.

When writing a proposal to acquire funding from any organization it is important to ask what criteria must be included in the proposal. Following the proposal criteria increases the chances of successfully acquiring the funding. The CBE was successful in acquiring the requested funding from AHRE for 1 year to implement eight career centres. This funding was extended by 1 year to add another five career centres to total 13. At the time of this writing, ongoing conversations with AHRE and school principals without career centres were occurring to fund the implementation of career centres for the remaining nine high schools. The funding acquired from AHRE was to pay the salary of the career practitioner who would be responsible for coordinating the career centre. Schools were expected to supply the monies needed to set up their career centre. Each school implementing a career centre did a cost analysis to determine what money was required to set up a career centre in the school. A sample of a career centre budget is provided in Appendix C.

After implementation funding has been secured, it is important to develop a plan to sustain the operation of the career centre. Often, start-up funding is only provided for a short duration (e.g., 1 year is common). A question the CCIC needs to consider is, *How*

do we sustain career centres over time since the initial funding may only be available for 1 year?

In Alberta, Alberta Learning funds high schools through CEU generation. This means that for every student credit earned a school is paid \$125.00. The CBE CCIC decided to sustain career centres by generating enough CEU's through career courses that are offered to students. Such Alberta courses included Career Directions 1310, 2310, and 3310. These courses were selected for two reasons. First, these courses help students work through the career planning process, which is one of the purposes of implementing career centres, and second they help generate CEU funding to sustain career centre practitioners.

A letter was sent out to all high school principals inviting them to participate in the career centre implementation initiative and outlined the criteria for participation. One criterion stipulated that each school was to offer one Career Directions course in the first year and add a second and third career course in the following 2 years. This approach has worked reasonably well with two exceptions. First, some schools discovered that some of their student population found the Career Directions course work too difficult. Modifications were made to the Career Directions courses and some students still found the work too challenging. Second, the school plans for delivery of the Career Directions course proved either ineffective or staff were reluctant to teach the course. In both cases a new approach was established to rectify the problem.

Three significant lessons can be learned from the CBE's experience. First, allow flexibility for schools to determine what career courses are most appropriate for their student population. Second, ensure that schools have a delivery plan in place that is

workable and agreed to by the teaching staff. Third, have the School Information Record System (SIRS) key user keep track of the CEU's generated and have them inform the CCIC.

The money earned through CEU generation in the CBE is used to pay career centre practitioners. One may assume it is to establish a career centre budget within a school or school system but it is not. To establish a career centre budget the career services team should follow the budget procedure their school or school system normally follows when budgeting for any program or program of studies. For further strategies of funding and sustainability of career centres refer to Appendix D.

Step 6: Conducting a Needs Assessment

When the CCIC completes their business plan and has a financial plan for funding and sustainability, the next step is to do a career needs assessment. Hiebert (2001) explains that when developing a comprehensive career needs assessment, it is useful to obtain input from all major constituents. This typically involves obtaining the perceptions of students, parents, teachers, and other school staff. Obtaining input from all groups helps to promote a sense of ownership by all parties. When there is agreement across constituents, the process of setting program priorities is relatively easy. However, there are often differences in perspective across constituency groups and some negotiation and compromising is required to set program priorities.

There are numerous career needs assessment tools that have been developed. I recommend that a committee charged with developing a career needs assessment tool review existing surveys. If the individuals would like to use an existing survey or adapt a

survey, they must acquire permission from the author. If a group chooses to use either approach it is important that they consider the following questions and guidelines:

1. Initially, an extensive literature review should be conducted to generate a pool of items. When doing this review the following questions should be asked:
 - i. Who developed the career needs instrument? Are they reputable?
 - ii. Was the tool adapted from another instrument? If so, which one and is the author reputable?
2. As Love (1991) indicates, a needs assessment survey should provide a credible means of acquiring data about the desired population. Will the questions in the survey or the pool of questions created acquire the necessary data?
3. Once the pool of questions has been established a series of focus groups should be conducted with students, parents, and school staff to reduce the number of items, fill any gaps, and refine the wording. All three iterations of the Delphi process should be carried out to produce the initial instrument. The three iterations of the Delphi technique are anonymity, statistical analysis, and feedback of reasoning. The research team then revises the items between each meeting (common in the Delphi process) to incorporate the suggestions of the focus group, and then feed back the revised instrument to the focus group for comment and further suggestions. Working in this “bottom-up” fashion to refine the instrument helps to make sure the finished product is relevant to the audiences for whom the instrument is intended to be used. See Appendix E for steps in the Delphi technique.
4. A continued re-evaluation of the tool should follow. This refining of the instrument increases the validity of the assessment tool (Fink & Kosceoff, 1978). Fink and

Kosceoff (1978) also indicate that an expert should review the instrument. An expert would be described as an individual who has experience in developing research tools (e.g., a university professor).

The surveys that I recommend for review include Hiebert (1999), Magnusson and Bernes (2002), and Calgary Board of Education (2001). All of the above surveys have been developed and reviewed by experts. A copy of the Career Needs Assessment Survey for the Calgary Board of Education and the survey administration processes are found in Appendix F.

After the Delphi process has been completed it will be necessary to administer the survey. A research team may want to survey all constituents, namely students, parents, teachers, and other school staff. With the restriction of time and a limited amount of money the CBE surveyed a cross-section of the grade 10 student population only and deliberately searched out a diverse group (e.g., culture, economic standing, etc.) to obtain a cross-cultural assessment of students who would access the career centre program. Since one of the purposes of a career centre is to bring all constituents together, I would encourage other districts to survey all constituents and not just students. This approach would provide valuable information on the needs of all constituents.

When the survey has been administered and collected, that data needs to be evaluated by an expert. Once the research conclusions have been identified it will be necessary for the CCIC to determine what career services are already offered through student services, and what career courses are being taught. When the existing services have been identified it will be important to determine gaps in services and ensure that a comprehensive model of service provision is developed.

Step 7: Identifying Career Services to be Offered and Programs to be Developed

Career services offered in a career centre may vary in school districts because of the results of the career needs assessment. The CBE used the survey questions and results to design a career needs chart that identified programs offered and programs to be expanded on or developed. Programs being offered to constituents other than students at the Crescent Heights High School career centre were also used to determine standard career services offered in career centres. The standard career services offered at CBE career centres are found in Appendix G.

Programs supporting existing career services or courses were determined by using the career needs program chart (see Appendix F). The career practitioners, counsellors, teachers, and parents worked collaboratively to develop programs, activities, and resource tools that would meet or enhance the career planning needs of youth in each school. These resources included curriculum integration of career development, various job search and career-planning workshops, parent workshops, postsecondary, scholarship and financial information, career fair, career planning resource tools, assessment activities (career planning process), and portfolios. These resources can be found in Appendix H.

The CBE developers of the various programs mentioned piloted their programs and obtained feedback from the participants to improve the quality of the activities. The evaluation of activities is ongoing and they are continually revised to ensure best practices. A template format was not followed when developing the program activities but I recommend that a consistent format be used. It is easier to develop activities when the template being used is easy to follow, familiar to the facilitator, and provides a

consistent delivery format. The advantage of building templates for every activity is the establishment of an activities bank that individuals can access. By accessing the activities bank, users can make the necessary adjustments to the needs of the intended user and avoid wasting valuable time by “reinventing the wheel.”

Step 8: Setting up a Career Centre

There are several factors that are important for maximizing the effectiveness of career centres in schools. The following eight steps should be followed when setting up a career centre:

1. Hire a career centre practitioner with the following characteristics (see Appendix J for a sample job description):
 - Training and expertise in career development for youth;
 - The single focus of integrating career development into all areas of school curricula;
 - The ability to coordinate individuals to ensure the collection and maintenance of career-related material;
 - Presentation and public speaking skills;
 - Enthusiasm, energy and a passion for children and career development;
 - A business network;
 - Strong teamwork skills.

Individuals who do not meet the above criteria often struggle to meet the needs of the school. It is important to select a person whose personality is well suited to the culture of the school.

2. Assign a dedicated space in the school, and equipment that:
 - Is readily accessible to students on a drop-in basis (preferably a classroom size);

- Includes white boards and bulletin boards to stimulate students' interest and display information such as volunteer opportunities and a job board;
- Has a teacher desk with a phone;
- Also includes:
 - 3-5 computers (one for the career practitioner and the rest for student use for career exploration, résumé writing, etc.);
 - A networked printer for career practitioner and student use;
 - Workstations (tables and chairs) for students to do research, for one-on-one or group consultation with the career practitioner;
 - Filing cabinets and shelving space;
 - A small photocopier if possible.

Many schools in the CBE do not meet the space requirement but flexibility is required if the goal is to have a career centre in the school. Availability of funds also restricts some schools from meeting the technology requirements. It is better to have some rather than none. Those schools that do not have computers available in the career centre are limited in what they can do (e.g., career exploration, résumé writing, etc.).

It is recommended that at least two computers are available at the initial implementation phase with plans to acquire more within a year.

3. Create a career development team with a team leader responsible for overseeing the career services offered in the school. The team leader is either appointed by an administrator or selected by the career services team.

The team leader may be a counsellor, work experience coordinator, CALM coordinator, or Career and Technology Studies teacher. The career development team

should have representation from the above teachers, an administrator and a core subject teacher, the career practitioner, a student, a parent, and a partnership representative if possible. Some schools in the CBE have all these representatives on their teams while others have no career development team at all. Those schools with a career development team are thriving and have a strong career services program. Those schools that currently do not have a team are looking at forming one in the new school year because they recognize that a team approach is more productive and inclusive. The team approach recognizes the multitude of ideas and support needed to implement such a program, eases the workload, and creates unique approaches to career services. The career practitioner also feels a part of the career team and the school. The career development team needs to:

- Meet regularly;
 - Work to promote the career services available to staff and all other constituents;
 - Work to link and integrate the mission statement of the career centre with the mission statement of the school;
 - Establish priorities and set realistic objectives (e.g., number of students to be serviced, number of classroom presentations, etc.).
4. Be organized and creative in the career centre. Organize the centre into categories so that resources are easily accessible to students. Categories may include:
- Self-Assessment;
 - Occupation Information;
 - Subject Information;
 - Postsecondary Information;

- Women's Studies;
- Goal Setting/Action Planning;
- Job Search Skills;
- "Career of the Month" Board;
- Entrepreneurship; and
- Volunteerism.

Not all CBE schools include all of these categories but they do include the categories that are most needed in the career centre.

5. Develop a job board that is useful and attracts students to the centre.

Students are often looking for jobs over the holidays and in the summer and a job board is a valuable way to promote job opportunities to students.

- Screen jobs that are being posted. Ensure that the jobs being posted are from reputable firms with a proven reputation in the community. Ask students to discuss job possibilities with their parents.
- Job postings should be easy to read, changed regularly, and taken from a variety of sources (e.g., newspapers, community job boards, etc.).

6. Invite volunteers who can work in the career centre and arrange for volunteer opportunities for students. Volunteers are an important resource in the centre. They provide support to the career practitioner and are often advocates who promote the value of the centre to others in the school and the community. Volunteer opportunities for students also help develop valuable skills needed in life and work. Volunteers and volunteer opportunities may include:

- Parents or students to assist with filing, help students find resources, maintain the job board, and establish Career of the Month boards;
 - Parents and business partners to give presentations on their own careers; and
 - Membership to a local volunteer association.
7. Ensure there is a school commitment to make career and life development an important part of the school mandate and a priority in school planning.
- Schools in the CBE that have made career development a priority are seeing consistent use of the career centre and students are experiencing more intentional career and life planning. Even those schools without a clear career mandate are experiencing regular use of the career centres. This can be attributed to the fact that individuals discuss the value of the career centre with their friends or colleagues. I do recommend that schools consider making career development:
- A part of the school Vision Statement;
 - A part of the school improvement plan;
 - A part of establishing stable funding to support the career practitioner.
8. Consider career centre resources, memberships and websites as information or exploration tools that a career practitioner, student, or constituent can use when addressing the career planning process. A list of career resources, memberships, and websites can be found in Appendix J.

Step 9: Marketing a Career Centre and Career Services

Marketing a career centre is necessary because it communicates the services available to all constituents. When marketing a career centre and career services it is important to clearly identify your target audience. The nature of your message and how

you deliver it will be affected by who your target audience is. The marketing focus of the CBE career centres has been to students, parents, and educators. When marketing to students it is important to use language that young people speak. This may include interesting public address announcements, and career contest activities with door prizes. Whatever the marketing strategy is, it makes sense to ask students how to best reach other students and encourage them to become actively involved in promoting the career centre. This has been done in a number of CBE schools with positive results. Students could create original posters, bulletin board displays, and public address announcements or even video or multimedia presentations. An inclusionary approach of students marketing the career centre increases the interest of students because their voice is heard and valued.

When marketing career planning to parents, it is important to answer the questions that parents are most likely to ask:

- How can career planning help our child/ren?
- How can we use the career centre to help our child/ren talk about their career concerns?
- What specifically can a career centre offer our child/ren that is above and beyond what they are already receiving?
- How can a career centre help give our child/ren a competitive edge in this constantly changing world?

These are some of the questions a CCIC may anticipate parents will ask. Another approach would be to ask parents directly what support or information they would like to receive from the career centre. This approach communicates to parents that you understand their concerns for their children and are interested in helping them in a way

that is most useful to them. The CBE also offers personal support to parents (e.g., résumé writing, job transition possibilities, workshops, etc.). Parents appreciate the career services' support because it demonstrates that the school values the future of their children as well as them.

Marketing to educators involves similar principles to parent marketing. It is important to address the questions and concerns that the educators are most likely to express. Most educators are feeling pressure from increased expectations and increased demands on their time. It is important to illustrate ways in which a career centre can help ease the teacher's load. This approach is extremely useful but requires time and patience. The more suggestions, support, and information given to teachers by the career practitioner, the more the word spreads of the value and need for career centres. In fact, many teachers who have career centres in their schools do not want to be without one. They have grown to appreciate the expertise of the career practitioners and the support they provide.

Constituents may require evidence of the effectiveness of the career centre program. Any evidence a CCIC can gather--either statistical or anecdotal--is helpful. The following suggestions have been useful in providing evidence of value for CBE career centres.

- Writing monthly reports about the career centre activities has been very effective. These reports highlight the various activities of the career centre, profile success stories of users, and identify how many individuals are using the centre and for what reasons (e.g., career planning, career exploration, postsecondary information).

Sharing these reports with educators, administrators, and other constituents keeps

them well informed and reminds them of the value and importance of the career centre.

- Using success stories, or the success stories of other schools, is an effective marketing tool for career centres. This includes students telling other students (and their parents) about the career centre, teachers sharing experiences with students or other teachers, and parents describing the benefits they have seen from the career centre, either for their children or themselves personally. An easy way to collect success stories is to simply ask people who have benefited from the centre (e.g., businesses, students, teachers, parents) to write down a short description of how they used the centre and the benefit they derived from it. Initially the CBE career centres did this on an irregular basis but are now making this approach more intentional and are gathering these testimonials and placing them in a binder.
- Statistics are a powerful marketing tool for some audiences, including administrators, businesses, and school boards. Important statistics include the number of students (parents and teachers) using the centre, the number of one-on-one career interventions, the number of classroom presentations, workshops, guest speakers, and the type of information being accessed or used. Statistics are presented in a simple easy-to-understand chart format (see Appendix K for a sample).

The above marketing approaches are useful because ongoing funding for career centres can be contentious, particularly in difficult budget years. It is important to recognize that school administrators are expected to show that programs offered in their schools and/or school districts serve a valuable purpose. Career centres and career services are no different and must prove their worth. By documenting and sharing the career centre

activities with administrators, parents, trustees, community, and businesses, the CCIC is demonstrating the value and worth of the career centre.

As mentioned earlier, strategies to market a career centre will depend on the target group. Some specific marketing strategies can be found in Appendix L. These marketing strategies can be applied to more than one audience and will reduce the total amount of time needed to promote the career centre.

Step 10: Evaluating Career Centre Services and Career Practitioners

The CCIC should establish tangible and concrete measures of success for their career centre and career practitioner. Some examples of each are provided below.

Career centre services evaluation. There are three evaluation tools being used by the CBE: monthly reports, questionnaires, and testimonial submissions. First, the monthly reports highlight the various activities of the career centre, profile success stories of users, and identify how many individuals are using the centre and for what reasons (e.g., career planning, career exploration, postsecondary information). Second, the system career centre coordinator sends out a questionnaire to school CCIC members who respond to the career centre successes and areas that need to be improved or expanded on. The results of the evaluation tool are compiled, shared with other school CCIC's, and used to establish system goals for the following year. Individual schools are encouraged to use the findings to establish their own goals for the next school year. A sample questionnaire can be found in Appendix M. Finally, career practitioners and the system coordinator collect testimonials from students, parents, teachers, administrators, community members, and business people who have utilized or know of someone who

has benefited from the career centre services. These testimonials are placed in a binder and used as a reference for quality career services provided.

Career practitioner evaluation. The *Canadian Standards and Guidelines for Career Development Practitioners* (National Steering Committee for Career Development Standards & Guidelines, 2001) provides a framework for the evaluation of career practitioners. This document outlines the competencies needed to plan and deliver career development services and is used to improve the quality of career services. The CBE career practitioners discussed the best way to utilize this program and it was agreed that they would use the standards to self-assess and establish a professional growth plan that they submitted to their system career centre coordinator and their school principal. The system coordinator and the principal's responsibility is to observe and provide feedback regarding the accomplishments of the practitioner's growth plan. This career practitioner evaluation process is in its pilot year but the results are favourable so far.

The future of the career practitioner evaluation is to use career practitioner and possible career services team members' professional growth plans to establish a mentorship program between CCIC members and other career practitioners. The purpose of the mentorship program is to enhance and build the knowledge and skills needed by those involved in delivering the career development programs.

Other evaluation processes. Other evaluation processes that may be used but have not yet been adopted by the CBE include the following:

- Document that students have more relevant, up-to-date information with which to make career pathway choices. Be specific, identifying the type of service and the number of students using the resource (e.g., career centre purchases,

“Career Cruising,” and 400 student hours were logged on the system in the last year).

- Document the number of students who graduate from high school completing career-specific career and technology courses.
- Document the number of students who graduate from high school with a career plan that includes one or more options, goals, and action plans to accomplish those goals. This particular evaluation is in the development stage and will be piloted in the next school year.

There are other tools that may be useful in evaluating career centres. Alberta Education’s (1995) handbook, *From Position to Program: Building a Comprehensive School Guidance and Counselling Program*, contains many valuable resources for evaluating programs such as career centres.

In this chapter, a step-by-step approach was used as a guide for schools and/or school districts interested in implementing high school career centres. In the next chapter, recommendations for the future practice of career centres and career services in high schools are provided.

CHAPTER 4: FUTURE IMPLICATIONS

Background knowledge of how career theory and practice has evolved over the years allows one to understand the current state of thinking and modern practice. Current practice prepares youth for the constant change they will experience in their life and work. Recognizing these multiple realities and role changes, one can then appreciate the importance of an evolving holistic career development approach. Career centres can make a powerful and significant contribution to a holistic approach. Career centres also help students understand the career planning process and how that planning can assist them in their life and work. Having a carefully developed and thorough career centre implementation plan ensures that today's youth are prepared for entering and manoeuvring through the world of work and life.

This chapter will identify the implications that have emerged from the implementation of career centres. Areas to be discussed include suggestions for further research, recommendations, and cautionary notes for establishing career centres/services, and finally a summation of the project.

Suggestions for Further Research

Changing demographics and global trends have made career development an increasingly dynamic and complex process. In the first year of implementation a quantitative research approach was used to assess the career needs of grade 10 students. Simple statistical description (such as frequency counts, percentages, etc.) needs may not be enough to represent students' unique experiences. Qualitative research could be conducted in the future to obtain valuable information such as significant life events from

students. What would be really helpful in doing career centre planning is hearing the voice of the students. This type of research may be better obtained through qualitative rather than quantitative research methods. Such information could assist researchers in identifying variables that are important in developing career development models within a secondary school system.

Longitudinal studies could be conducted to better understand the dynamics involved in the individuals' career development process. Such studies could also help assess the impact career centres have in meeting the career development needs of youth. They would also help schools/school systems assess services offered, make any necessary adjustments to those services, and identify new programs or interventions that need to be developed and implemented.

Further empirical research could be conducted to verify the dynamic life-centred view of career that has evolved over the past few decades that describes career development as involving one's entire life. This research would be important to help determine if individuals recognize that career development is unfolding and evolving every day and to develop interventions that may assist individuals to understand the substantial impact career development has throughout their lives.

In future research, factor analysis of data collected specifically from an ethnoculturally diverse sample could help determine what other variables are at work in the career development of these individuals. Such factors may include internal and external barriers that exist for diverse populations. Acquiring such data could help career professionals develop intervention tools that directly address the needs of diverse populations.

Recommendations for Implementing Career Centres/Services

Youth career needs research conducted by the Calgary Board of Education (Hiebert, 2001a; Magnusson & Bernes, 2002) identified a strong need for career/life planning services. The CBE results also provided convincing evidence that students perceive the career centres as providing a valuable service in the school. Over 85% of students took the time to make a written comment elaborating on the importance of career centres. Following step six in the guidelines for implementing career centres (Chapter 3), a career needs assessment is essential to clearly identify the needs of youth. Research also brings validity to the work and helps in determining what programs need to be offered, what programs exist, and what programs need to be developed. Career development is a dynamic process and career centres and services must always be responsive to meet ongoing changes in student and community needs and priorities.

Career centres need to be staffed by people who have training in the career development field. It is important that career centres incorporate all aspects of the career/life planning process including personal exploration, information gathering, skills development, reality testing, goal setting, and action planning. It is rare for specialized career development knowledge and skills to be found within existing school staff because it is not an integral part of most teacher preparation programs. Staffing career centres with career development professionals provides opportunities to educate and provides inservice training to teaching staff on career development. It also gives students consistent access time to career support that ultimately maximizes potential for career services.

Another practical recommendation is the need for a career services team at the school and system level. The establishment of a career team with broad and reputable representation allows for a comprehensive perspective and approach when developing a career centre/service. Parents should definitely be a part of the career services team. Parents and families are the primary influence on young people's goals and behaviours. As such, they have the most significant impact on students' career decisions (Hiebert, 2001b; Magnusson & Bernes, 2002; Wells, 1998). Parents are also looking for ways in which they can help their children make better career decisions. Many would appreciate help in understanding and accessing resources on learning and career opportunities (Alberta Learning, 2001). Accessing natural allies (i.e., the parents) increases their involvement and provides a natural source of support for career centre services.

A career centre/services team soon discovers that the implementation of a career centre generates curiosity, greater awareness, and understanding of career development by all constituent groups. Once constituents' needs have been identified it becomes necessary to establish a communications plan. These plans provide descriptions of expressed needs as well as the strategies to best address those needs. As of this writing the CBE is currently in the process of developing its career services communication plan that will better address constituent needs.

A career centre/services team will also recognize the need for a Comprehensive Career Development System (CCDS). Such a system offers a structured and coordinated approach to helping youth build the foundation they need for lifelong learning and to become independent, socially responsible citizens (Alberta Learning, 2001). This CCDS also provides a framework for action that includes the involvement of students, parents,

teachers, business, and community partnerships. Each of these participants contributes to effective learning and school performance and builds on the strengths already in place in schools and in the community (Alberta Learning, 2001). Career development activities are better implemented in an integrated fashion--school and career development is and should be inextricably linked.

Another recommendation included as part of a CCDS would be to promote structured pathways that assist students as they move from high school into the workplace, into a trade or into a postsecondary program. A structured pathway program currently being developed in the CBE is Career Pathways. This program identifies eight career pathways (e.g., Natural Resources, Information Technology, Health & Medical Services, etc.) and is inclusive of career guidance and planning, interdisciplinary curriculum alignment, career preparation as context for learning, applied learning, performance-based assessment and industry-recognized credentials, postsecondary articulation, and integration of academic and vocational learning. This program will provide access to all students through the career pathways offered and the community partnerships established. Other structured pathways or programs to consider would be the Registered Apprenticeship Program, Green Certificate Program, Technical Preparation (Tech Prep), and Industry Training programs.

A final recommendation to be made would be to outline strategies for continuous improvement of the career centre's programs and services within the school and the school system. Quality assurance processes help all key players assess their progress and refine their action plans to meet evolving student and community needs. There are three main areas to consider when establishing a quality assurance process. First, a mechanism

to determine past program and service effectiveness is necessary. Second, the ways in which the programs and services may be improved should be explored. Finally, a quality assurance program should explore potentially new services. Quality assurance strategies provide the basis for effective short- and long-term planning and resource allocation (Alberta Learning, 2001).

Cautionary Notes

There are three cautionary notes I would suggest when implementing career centres/services. The first caution is to clearly define what career development is because there are so many different definitions and interpretations of career development available. Many individuals believe career development is about getting a job. A more modern view of career development is for individuals to create a personal career consciousness and to facilitate one's ability to visualize and plan their life and careers (Gysbers et al., 1998). Whatever career development definition a career services team chooses, it is important that the message sent to all constituents is the same. If individuals are unclear about the definition it will be important to clarify, and clearly communicate, what the career services team believes is the definition. Leaving room for interpretation only sends mixed messages and delays the implementation of career centres/services.

The second cautionary note is that the implementation of career centres/services is ongoing. The process of implementation is always evolving and requires continuous review and evaluation. As one moves forward with each implementation step it is important that they are inclusive of all constituents. Gathering input from constituent representatives ensures that their voices are being represented. This inclusive approach may seem like it is slowing the process down, but it definitely decreases the number of

barriers that are common when you are exclusive (e.g., rejection of ideas and resistance to new ideas). An inclusive approach also allows for an unbiased and comprehensive perspective and approach when developing and implementing career centres/services.

The final cautionary note is perseverance. There are times in the process that a career services team may feel like the career centre/service will never be fully implemented. A career services team may experience barriers and resistors, but with patience, strategic thinking, and perseverance it will happen. Our team never imagined that our career centres would be as successful as they are today. Issues will always exist but as individuals become more aware of and utilize the career centres/services the more intrinsically linked the career centre becomes in the school culture. In fact, the career centres/services help develop and support a career development culture within a school and/or a school system.

Our initial vision of providing a central location accessible to all constituents involved in youth career development has come a long way. We have a better understanding of the standard career theories and have moved to the current state of thinking and modern practice, a holistic career development approach. The establishment of a framework for development and implementation of career centres provided our team with a purpose and a strategic direction. Our step-by-step guide established for our career services teams has provided a thorough implementation approach and has contributed to the success of career centres in the CBE. Future plans include the completion of a career services communications plan and the establishment of a comprehensive career development system. Our mandate is to continue to evaluate our career centres and

services through a quality assurance process. This approach will ensure that we continue to meet the career development needs of our youth.

Conclusion

The implementation of a career centre framework serves a valuable function in senior high schools. Career centres have tremendous potential to help students understand the career planning process and how that planning can assist them in their life and work. It is important to understand how career theory and practice has evolved over the years to support youth career development. With this knowledge, one can understand how current practice prepares youth for the constant change they will experience in their life and work.

Using a collaborative approach to establish a career centre/service organizational framework decreases the increasingly complex and demanding task of supporting youth career development. It also allows for an unbiased, comprehensive perspective and approach that creates opportunities to establish strong allies that offer an array of expertise. A proactive approach embracing career needs assessments, sustainability strategies, and quality assurance practices provide valuable information and implications for career centre/service and practice.

Schooling and career development are and should be inextricably linked. Furthermore, when career centre, education, programs, and services are implemented in an integrated fashion the results can be dramatic. Career centres create a career development culture within a school or school system. It is not one single program, service, or intervention that makes the difference. It is the integrated career development culture that prepares the whole person for work and life.

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Appendix A
Career Centre Presentation

Slide 1

Career Centres - Supporting Youth Career Development

Susan Poole
Calgary Board of Education

Slide 2

Students Have Specific Plans!

98% of Grade 10 students plan to complete high school

72% of Grade 10 students said they planned to attend some form of postsecondary education

7% of Grade 10 students plan to leave high school and enter the labour market

Slide 3

Actual

15% of grade 10 students do not complete high school

33% of those completing high school enter some form of postsecondary education (Frank, 1996)

Slide 4

Survey Findings

Quantitative

Cluster 1

90% (mean score 4.0 or higher) of students expressed agree or strongly agree to:

- Job training
- Information on Universities and Colleges

Slide 5

Survey Findings cont'd

Cluster 2

80%-89% (mean 4.0 or greater) of students expressed agree or strongly agree to:

- Opportunities to directly experience jobs and careers of interest
- Help with identifying my skills
- Help in deciding what high school courses I need
- Information on skills needed for today's workplace

Slide 6

Survey Findings cont'd

Cluster 3

70%-79% (mean 3.5 or greater) expressed strongly agree or agree to:

- Real-life exposure to real people who do different jobs
- Help with career development skills such as: preparing a resume, developing interview skills etc.
- Help identifying values
- One-on-one time with a career counsellor to assist with decision making
- Information on financial assistance
- Help in find where to get career information
- Career information on-line

Slide 7

What do students say about Career Centres supporting their career planning needs? Qualitative

80% of students said that career centres are a valuable service and...

85% took the time to make a written comment about career centres

Slide 8

Comments made by students regarding career centres

761 said that career centres had been helpful or valuable to them personally

514 said that students their age needed help with career planning and that career centres were a good idea

355 indicated that the information pertaining to careers or post-secondary programs was particularly useful

250 said that interacting with career centre staff helped them with the career planning process (setting goals, making decisions, etc.)

Slide 9

How useful are existing career planning resources/services in districts that do not have Career Centres?

The most common response was “I don’t know”

High School Student Concerns

Getting support for career plans is a major concern for students

Students express little awareness of or satisfaction in existing career services or resources

(Magnusson & Bernes, 2001)

Slide 10

Services Offered to Students

Portfolio support

One-on-one consultation with Career Practitioners

Workshops (résumé writing, interviewing skills, etc.)

Exploration/research of career possibilities

Postsecondary/work preparation/financial info

Career development integration into curriculum

Career assessment instruments (skills, values, etc.)

Goals and action plans for career/life planning

Directly experience job and career opportunities

Slide 11

What does all of this mean?

Students Need

- Career centres are a strongly expressed service needed by students
- Career centres provide support for students career and life planning
- Students want HELP with the career planning process

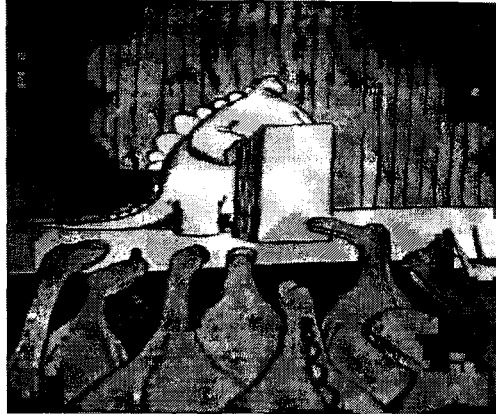
Slide 12

Thank You!

Susan Poole
Career Centre Coordinator
Calgary Board of Education
slpoole@email.cbe.ab.ca

Appendix B
Organizational Framework Presentation

Slide 1



“The picture’s pretty bleak, gentlemen... The world’s climates are changing, the mammals are taking over, and we all have a brain about the size of a walnut.”


Slide 2



An Organizational Framework

A Model for Career Development


Slide 3



- Vision / Mission
- Roots of the Career Centre
- Outcomes
- Process
- Structures
- Barriers

Slide 4

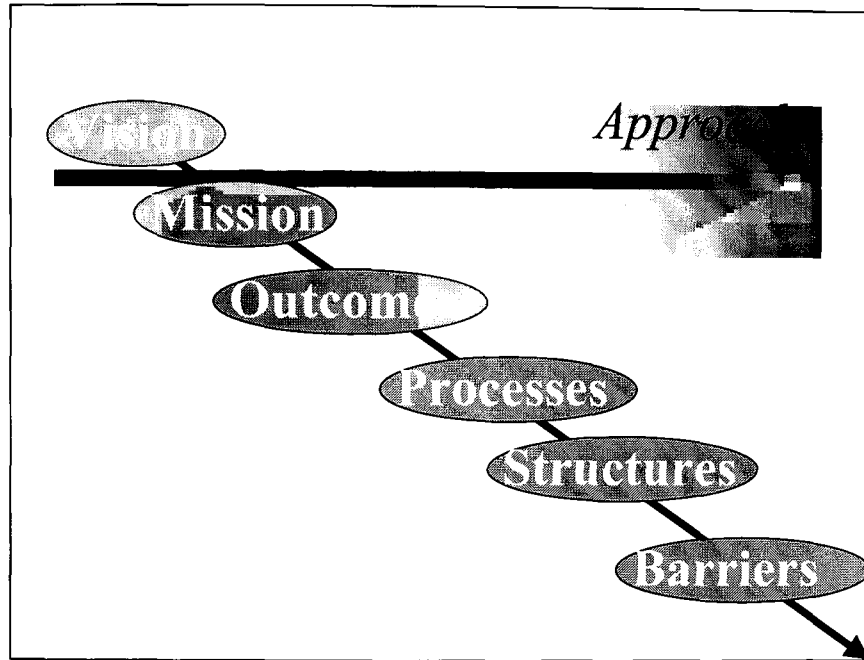
Extend the Community Called School



**Career Centre
Roots**

| | | |
|--------------|---------------|-----------------------|
| Community | Teachers | Business & Industry |
| Community - | Students | Business Partnerships |
| Agencies | Parents | |
| Community - | Technology | |
| Partnerships | Comprehensive | |
| | Health | |

Slide 5



Slide 6

Career Centres will give CBE a new identity, energy and creativity to meet the growing demand for Career Development of Youth.

Slide 7

Miss

**“PROVIDING THE MOST
EFFECTIVE CAREER
DEVELOPMENT SERVICE
FOR YOUTH”**

Slide 8

Outcomes

- Successful career transitions for **youth**
- Increased knowledge and acceptance of the career development process **by parents**
- **Schools** will integrate career development into curriculum
- There will be established connections between the **community**, postsecondary, government services and youth career development

Slide 9

Outcomes

- Collaborative relationships around career development between CEP Foundation and CBE
- Increased career development opportunities for youth through Business and Industry
- Career Centres will be **sustainable** in Calgary High Schools

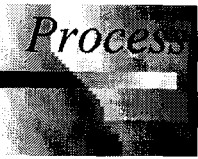
Slide 10

Processes

Provide Students with:

- Portfolios
- Student survey - to track and for accountability
- One-on-one consultation with Career Practitioner
- Workshops (résumé writing, interviewing skills, etc.)
- Exploration/Research of career possibilities
- Postsecondary/Work Preparation
- Career assessment instruments
- Goal and Action plans for career development
- Career and Technology Academies, Work Experience, RAP, Job Shadowing, Informational Interviews Prof. Interviews

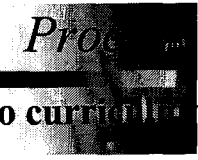
Slide 11



Parents will gain knowledge

- Parent/student workshops
- Access to information and resources in the Career Centre


Slide 12



Career Development integrated into curriculum

- Teacher workshops
- Career development curriculum integration
- Access to resources in Career Centre
- Career development modules (AL) required for grade 12 graduation - Portfolios, Annual Career Plan. And Career Investigations
- Career Centres Link with Jr. High Feeder Schools - Career Corners for Jr. Highs


Slide 13



Communities connecting

- Alliances formed with community agencies
- Volunteerism
- Membership with Career Development Alberta and Human Resources Alberta


Slide 14



CEP Foundation providing support

- Participation in CEPF Career Development Committee meetings for strategic planning


Slide 15



Involving Business & Industry

- Career promotion through Provincial Newspapers
- Career/job fairs
- Job shadowing
- Work experience/Internships
- Career & Technology Academies
- Career of the month
- Class presentations

Slide 16



Sustaining Career Centres

- System model
- System Support
- CEU generated support
- Funding support

Slide 17

Structure

- Career practitioner, career planning process, Link with feeder schools
- Career Centres in schools
- Technology
- Resource library
- Career and Technology Academies
- CEPF
- Funding - HRE, HRDC, ASIS, Youth Connections United Way

Students
Parents
Schools
Community
Business
and Industry
Sustainability

Slide 18

Barriers

Sustainability

Possible Solutions

- Mandating 3 one-credit Career Development modules (AL)
- CBE designates CEU's to pay for career practitioners
- CBE commitment to the Career Development program
- Youth Connections funding
- HRDC and HRE funding
- CEPF funding
- Careers: The Next-Generation funding

Slide 19

Remember



Michael Fullan (1999, p. 17):

“The most powerful shared visions are those that
contain the basis for further generative
learning...”

“THE CHALLENGE OF SCHOOL CHANGE”

Appendix C

Career Centre Budget (Sample)

| |
|---|
| Career Centre Budget (Sample) |
|---|

| Item | Cost | Total |
|--|------------------------------|---------------------|
| Space/Room | N/A | N/A |
| Supplies – most supplies are available free of charge in school district surplus storage | | |
| • Desk | N/A | N/A |
| • Tables | N/A | N/A |
| • Shelves | N/A | N/A |
| • Phone | N/A | N/A |
| • Stationery Supplies | \$ 1,000.00 | \$ 1,000.00 |
| • Signage | \$ 100.00 | \$ 100.00 |
| • Career Resource Materials (free from Learning Resource Distribution Centre, Alberta) | \$ 200.00 | \$ 200.00 |
| Technology | | |
| • 3–5 computers w/ Internet access (1 computer designated for practitioner) | 5 X \$ 1,000.00 | \$ 5,000.00 |
| • Career Software Program (e.g., Career Cruising) | 1 X \$ 500.00 | \$ 500.00 |
| Career Practitioner Salary/Benefits | 1 X \$ 35,000.00 - 45,000.00 | \$ 40,000.00 |
| TOTAL COST | | \$ 46,800.00 |

The budget for a career centre may vary depending on the availability of supplies such as a desk, tables, chairs and other items. Technology costs are dependent on Internet access. If schools require Internet installation and portal connections the cost for technology would increase.

Appendix D

Strategies for Sustainability of Career Centres

Strategies for Sustainability of Career Centres

CALM

1. Career Directions Modules 1310 is being delivered through the CALM 20 within the Career Unit. The career practitioner, and CALM CL and teachers have developed an up-to-date Career Unit that is being delivered in the CALM 20 course along with the CTR 1310 module.

Workshops are delivered within the classroom and the practitioner meets with each CAM 20 student to work on their CTR1310 module. Students meet with a teacher to ensure that they have completed CTR 1310. A teacher does the assessment and evaluations of each student's CTR 1310 course.

2. Delivered through CALM as an extra credit.

CTR 1310 is delivered as an extra credit through the CALM program. Material is developed outside of the CALM class. Students meet with a teacher at a predetermined time and place outside of the assigned time for CALM. Resources and career development support is also provided by our career centre practitioner but assessment and evaluation of CTR 1310 is done by a teacher. Marks for the CTR 1310 course are recorded as a separate mark for the additional credit. Students.

Occasionally a counsellor will recommend a student to take the portfolio Career Directions module CTR 1310. The counsellor and the career practitioner support the development of the 1310 portfolio. The counsellor does the assessment and evaluation.

3. Delivered through CALM as an extra credit.

CTR 1310 is delivered as an extra credit through the CALM program. Material is developed outside of the CALM class. Students meet with a teacher at a predetermined time and place outside of the assigned time for CALM. Resources and career development support is also provided by our career centre practitioner but assessment and evaluation of CTR 1310 is done by a teacher. Marks for the CTR 1310 course are recorded as a separate mark for the additional credit. Students.

Occasionally a counsellor will recommend a student to take the portfolio Career Directions module CTR 1310. The counsellor and the career practitioner support the development of the 1310 portfolio. The counsellor does the assessment and evaluation.

ONLINE

4. Due to the high turnover of students at this school, we have designed the Career Directions modules to ensure that students can work their way through the entire

process of exploring and building a portfolio in one semester. (NOTE: THIS WOULD NOT BE A RECOMMENDED MODEL FOR TRADITIONAL HIGH SCHOOL SETTINGS as it would be best to have students work through process in grades 10, 11 and 12.)

Depending on the number of classes students sign up for in a semester, students may get credit for all four modules, or decide to complete only one or two per semester. The majority of students will book 2-3 contacts per week in “Careers” classes for one out of the two semesters. Teacher mentors (advisors) encourage students to timetable this program into their schedule during the school year.

The Career Directions modules are designed in a self-directed format and are accessible from Career Services Online. www.chinookcollege.com/career. The Job Prep module is done in Web CT format. Our CTS (Information Technology) manages the Web CT course.

The Career Practitioner attends “Careers” classes to present workshops and provide one to one career advising and help with assignments.

The “Careers Program” consists of a bundle of four CTS modules.

CTR 1010 – Job Preparation (pre-requisite to Work Experience courses)

CTR 1310 - Career Directions Foundations (self-assessment and occupational exploration)

CTR 2310 – Career Directions Expansions (further exploration, education choices, postsecondary information)

CTR 3310 – Career Directions Transitions (test-driving career plans, job shadowing, information interviews, developing transition plans)

5. New pilot courses currently underway:

Required new curriculum design, self-paced learning package layout & preparation web design. New method of delivery.

Career Directions 1310, Career Gear, Self-Directed learning via Career Services Online, launched February 2002; currently finished intake one, intake two in process, and intake three to start mid-May. Registration open to all CC students, pilot is free registration. Students vary across client spectrum. One special intake group is joint credit with a Learning Strategies course.

Career Directions 1310, 2310 and 3310, Self-Directed with an onsite facilitator at Alternative High School (AHS), online instructor at Chinook College. Currently in pilot phase Winter Semester 2002. Students register at AHS.

Career Directions Online - all 3 credits available several intakes per year, students from across CBE.

TEACHER ADVISOR

6. Career Directions is being delivered through the TA program. Each student meets with their TA for 15 minutes Monday to Thursday and 30 minutes on Friday. Curriculum is really only delivered during the Friday TA. CTR1310, 2310 and 3310 is the curriculum offered. The TA curriculum leader gives TA inservices once a month to ensure everyone is on the same page.

Career Directions 1310 roll out began with a series of large group orientation sessions.

The sessions included a PowerPoint presentation that was facilitated by one or more members of the Career Directions implementation team. At that time we handed out a Career Gear Package including: a Career Cruising Exercise, Information about Employability Skills, Evaluation Sheet showing the elements that would be required to earn their TA credit, and a sheet to be stamped to show that required sessions have been attended.

Required elements (Minimum) include: Orientation Session, 3 of: Visit to the Career Centre, Career Day/Summer Work Fair, Post Secondary Day, Career Seminar or Postsecondary Financial Seminar. Resume, Occupational Career Search including the Career Cruising Exercise, Portfolio Presentation and sharing with TA.

Employability Skills assessment completed in conjunction with the TA. The material includes descriptions of specific competencies and the student is required to demonstrate competency in at least two areas by providing a specific example. The levels are expected to increase for each grade.

Students can earn bonus points for designing their own business card and collecting cards from others, conducting Informational Interviews and including evidence of specific research about occupations, educational options or specific fields of work, a cover letter and Voluntary Activity Participation.

The seminars include ones that I deliver covering general topics about Career Planning and Decision Making, Finding Out (Information gathering), Work Search Tips including: Resume Writing, Cover, and other work search related business, letters, interview preparation and Mock Interviews. I also sponsor ongoing opportunities to attend or one or more single presentations from people who represent specific occupations or industries. These take place on a (self) Directed Study Wednesday and the students sign up voluntarily. These presenters represent specific fields of work or professions, e.g., an airline pilot, a CGA, people who can provide information about CBE sponsored Summer Work Experience such as Jr. Foresters or Armed Forces Reserves.

7. Career Directions is being delivered through the TA program. Students meet with their TA for 15 minutes Monday to Thursday and 30 minutes on Friday. Curriculum is really only delivered during the Friday TA. CTR 1310, 2310 and 3310 is the

curriculum offered. The TA curriculum leader gives TA inservices once a month to ensure everyone is on the same page.

ENGLISH

Career courses are taught through the English department with the English 16, 26, and 36 World of Work theme. Career Transitions 1010 has historically been provided, as the course required for work experience and providing the tools to begin job search. Meetings have occurred with the department and Career Directions 1310, 2310 and 3310 are being integrated into the program. Career portfolios will be implemented from grades ten to twelve over this school year and 2002/2003. The role of the career practitioner is to support the classroom teachers by developing and delivering instructional modules for classroom use, acquire resources, assist students individually to meet curriculum outcomes, conduct mock interviews, and providing inservice career training to teachers.

Appendix E
Delphi Technique

Delphi Technique

PURPOSE

The purpose of the Delphi technique is to elicit information and judgments from participants to facilitate problem solving, planning, and decision making. It does so without physically assembling the contributors. Instead, information is exchanged via mail, fax, or email. This technique is designed to take advantage of participants' creativity as well as the facilitating effects of group involvement and interaction. It is structured to capitalize on the merits of group problem solving and minimize the liabilities of group problem solving.

REQUIREMENTS

The Delphi technique requires a Coordinator to organize requests for information, information received, and to be responsible for communication with the participants. The Delphi technique requires an efficient communication channel to link the Coordinator with each of the participants. It is common to use the mail for this purpose, but faxes and e-mail can decrease the time required for completing a Delphi technique. Elapsed time from beginning to end of the process averages 44 days using the mail and as little as 5 days using e-mail. Nevertheless, the Coordinator's job can take substantial time.

PROCESS

1. *Identify the issue and solicit ideas.* For example:

What action could be taken to identify the career development needs of youth?

Prepare and send the first questionnaire, which asks each participant to engage in individual brainstorming so as to generate as many ideas as possible for dealing with the issue.

2. *Response to first questionnaire.* Each participant lists his/her ideas (Questionnaire #1) in a brief, concise manner and returns the list anonymously to the Coordinator. These ideas need not be fully developed. In fact, it is preferable to have each idea expressed in one brief sentence or phrase. No attempt should be made to evaluate or justify these ideas at this point in time.

3. *Create and send Questionnaire #2.* The Coordinator prepares and sends a second questionnaire to participants that contains all of the ideas sent in response to the first questionnaire and provides space for participants to refine each idea, to comment on each idea's strengths and weaknesses for addressing the issue, and to identify new ideas.

4. *Response to second questionnaire.* Participants anonymously record their responses to Questionnaire #2 and return them to the Coordinator.

5. *Create and send Questionnaire #3.* The Coordinator creates and sends a third questionnaire that summarizes the input from the previous step and asks for additional clarifications, strengths, weaknesses, and new ideas.

6. *Continuation of the process.* If desired, the Coordinator performs iterations of the preceding process until it becomes clear that no new ideas are emerging and that all strengths, weakness, and opinions have been identified.

7. *Resolution.* Resolution may occur in one of two ways.

- If dominant, highly evaluated ideas emerge via consensus, the exercise is declared finished. The end product is a list of ideas with their concomitant strengths and weaknesses.
- The Coordinator conducts a formal assessment of the group's opinions of the merits of the ideas. There are a number of ways to conduct a formal evaluation. In one method, the Coordinator prepares a questionnaire that lists all the ideas and asks participants to rate each one on a scale. For example, a 7-point scale could be used that ranges from 0 (no potential for dealing with the issue) through 7 (very high potential for dealing with the issue). If this approach is used, participants send the rating forms to the Coordinator, who compiles the results and rank-orders the ideas based on the evaluations.

A second approach for evaluating the ideas is that which is used in the Nominal Group Technique for "voting." With this approach, the Coordinator asks each member to identify the top five ideas and assign five points to the most promising idea, 4 points to the next most promising, and 3, 2, and 1 points to the third-, fourth-, and fifth-best ideas. These votes are returned to the Coordinator, who tallies the results and prepares a report. The report notes the rank order of the ideas based on the total number of points received and indicates the number of people who voted for each idea.

Appendix F
Calgary Board of Education
Student Career Needs Survey

CALGARY BOARD OF EDUCATION STUDENT CAREER NEEDS SURVEY

The **purpose** of this survey is to develop a picture of the career needs of students.

PLEASE NOTE

The school will use the results of the survey in planning future programs. However, because the number of things that a school can attempt to address is never completely open-ended it may be that some of the needs identified will not be addressed right away. Also, it may be the case that groups other than the school more properly address some of the needs. However, identifying students' needs is still a reasonable starting point for new initiatives.

This survey asks questions in nine areas:

- **Services needed** (special programs or activities that happen in school)
- **Instruction** (activities that happen, or could happen, in regular classes)
- **Environment** (environmental influences in or out of school)

Questions may appear in more than one place in the survey if a need can be addressed in more than one way. For example, career planning needs could be addressed by talking to a school counsellor/or career practitioner (services needed) or they could be addressed in a career education class (instruction needed).

This survey is about you, but some of the items might not affect you personally.

- Feel free to indicate not applicable or do not understand on any question.
- However, the more questions you answer, the better picture we will have of what the students at this school think about these issues.

THE SURVEY IS ANONYMOUS.

ALL ANSWERS WILL BE STRICTLY CONFIDENTIAL.

I/we, being the parent(s) or guardian(s) of _____
Name of Student

consent to the student participating in this career development survey.

_____ Dated at Calgary, Alberta, this _____ day
Signature of Parent (s) or Guardian (s)

of _____ 20 ____.

Calgary Board of Education STUDENT CAREER NEEDS SURVEY

The **purpose** of this survey is to develop a picture of the knowledge teachers have regarding the **services and resources available to them through the Career Centre.**

PLEASE NOTE

The school will use the results of the survey in planning future programs. However, because the number of things that a school can attempt to address is never completely open-ended it may be that some of the needs identified will not be addressed right away. Also, it may be the case that groups other than the school more properly address some of the needs. However, identifying students' needs is still a reasonable starting point for new initiatives.

This survey asks questions in three areas:

- **Services required** (special programs or activities that happen in school)
- **Instruction** (activities that happen, or could happen, in regular classes)
- **Resources** (resources available to teachers)

This survey is about you, but some of the items might not affect you personally.

- Feel free to indicate not applicable or do not understand on any question.
- However, the more questions you answer, the better picture we will have of what the teachers at this school think about these issues.

THE SURVEY IS ANONYMOUS.

ALL ANSWERS WILL BE STRICTLY CONFIDENTIAL.

Career Survey Administration Instructions

Thank you for participating in the administration of the Student Career Needs Survey. The purpose of this survey is two-fold. One, to identify the career development needs of students and two, to determine the career development programs needed to support the career development needs of Calgary Board of Education students. The following instructions are designed to help you administer the survey in a reliable and simple manner.

1. Please have students take home the Career Needs Survey consent form to have their parent(s) or guardian(s) to sign. It is important that students return their consent forms well **before** the survey administration date. This is important so that we can determine how many surveys need to be copied. Those students who do not return their forms **CANNOT** participate in the surveys because of the FOIP policy. We encourage you have as many students return their forms as possible. The more students who participate in this survey, the more reliable our results will be. I would recommend that this permission form be sent out during the week and not over a weekend.
2. I will provide you with the surveys and will support you in the administration of this student career needs survey.
 - Hand out surveys to students.
 - You have been given a list of survey numbers. These numbers **must** be assigned to each student. Have students **print** their name beside a number on the sheet, ensure that it is done in **order**, and **do not** allow students to **skip** a number. Following this procedure, have students **record** their survey number in the **space** provided on their career needs survey.
 - Go over survey instructions with students.
 - Students must **shade** in their response in the circle provided. They can use pen or an HB pencil.
3. Once the survey is complete please place all the surveys in **numerical** order in the manila envelope provided.

This process should not take more than **15-20** minutes.

Thank you again for supporting the work of the Calgary Board of Education's Career Development Team.

INSTRUCTIONS

1. This survey is about your needs. **Please answer the way you personally feel. Please don't think about the needs of other students, tell us what you think yourself.**
2. Please answer questions by **filling in the appropriate box on the survey sheet.**
3. Please **DO NOT** write your name or student ID number.
4. **Read the statement at the beginning of each question. Focusing on your own personal needs,** and fill in the appropriate box.

- SA** If you **strongly agree**
A If you **agree**
N If **neutral** or you don't feel strongly one way or the other (no opinion) or if the question does not apply to you
DA If you **disagree**
SD If you **strongly disagree**
DNU If you **do not understand**

CAREER SURVEY BACKGROUND INFORMATION

This information will help the school decided if different groups of students have different needs.

1. Your Code Number is: _____.

2. What is your ID Number? _____.

3. Are you male or female? A B
 Male Female

4. What grade are you in? A B C D E
 14 15 16 17 18 or older

5. Is English your first language at home? A B
 Yes No

Yes No Undecided

6. It is my plan to complete High School A B C

7. I plan to graduate from high school and seek employment A B C

8. I plan to enter a technical school (e.g., SAIT) after high school A B C

9. I plan to enter college after high school A B C

10. I plan to enter university after high school A B C

11. I plan to take other types of training after high school A B C

12. I plan to travel after high school A B C

The following stressors affect my ability to make decisions:

Yes No Undecided

13. Expenses A B C

14. Parents A B C

15. Peers A B C

| | Yes | No | Undecided |
|-----------------|------------|-----------|------------------|
| 16. Teachers | A | B | C |
| 17. Work | A | B | C |
| 18. Self-esteem | A | B | C |

Please indicate what you feel about each of the following statements: Do you **Strongly Agree (A)**, **Agree (B)**, **Undecided (neither for nor against) (C)** **Disagree (D)**, **Strongly Disagree (E)**, and **Do Not Understand (DNU) (F)**. If you **do not** understand the question please check the **do not understand (DNU)** box.

| To help me develop a career plan I need: | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | DNU |
|---|-----------------------|--------------|------------------|-----------------|--------------------------|------------|
| 19. Information on various types of job training | A | B | C | D | E | F |
| 20. Opportunities to directly experience jobs and careers of interest | A | B | C | D | E | F |
| 21. Computer assisted career programs that I could work through myself | A | B | C | D | E | F |
| 22. General information on universities and college | A | B | C | D | E | F |
| 23. Help with identifying my skills | A | B | C | D | E | F |
| 24. Real-life exposure to real people who do different jobs | A | B | C | D | E | F |
| 25. Help with identifying my values (i.e. importance of money, health , family etc.) | A | B | C | D | E | F |
| 26. One-on-one time with a career counsellor to help decide what college/university programs I would like to pursue | A | B | C | D | E | F |

| To help me develop a career plan I need: | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | DNU |
|--|----------------|-------|-----------|----------|-------------------|-----|
| 27. Information on gaining skills through volunteering | A | B | C | D | E | F |
| 28. Help sorting through all the career information available | A | B | C | D | E | F |
| 30. Help in deciding what high school courses I need | A | B | C | D | E | F |
| 31. Information on how to make contacts in the workplace | A | B | C | D | E | F |
| 32. Help in preparing a résumé | A | B | C | D | E | F |
| 33. Information on skills needed for today's workplace | A | B | C | D | E | F |
| 34. Help in preparing a career portfolio | A | B | C | D | E | F |
| 35. Help in dealing with the future in a positive way | A | B | C | D | E | F |
| 36. Help in finding out where to get career information | A | B | C | D | E | F |
| 37. Help in setting realistic goals for my self | A | B | C | D | E | F |
| 38. Information on loans for postsecondary education | A | B | C | D | E | F |
| 39. Help in developing job interview skills | A | B | C | D | E | F |
| 40. Help finding out what I would be good at | A | B | C | D | E | F |
| 41. Information on financial awards for postsecondary education (e.g., scholarships, bursaries etc.) | A | B | C | D | E | F |

| To help me develop a career plan I need: | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | DNU |
|---|----------------|-------|-----------|----------|-------------------|-----|
| 42. Help with identifying my interests | A | B | C | D | E | F |
| 43. Information on how to get a job | A | B | C | D | E | F |
| 44. Help with identifying my ability strengths and weaknesses | A | B | C | D | E | F |
| 45. Student workshops on career planning | A | B | C | D | E | F |
| 46. Help with understanding my own behaviours | A | B | C | D | E | F |
| 47. Do you believe career centres are a valuable resource for high school students? Please explain. | A | B | C | D | E | F |

Is there any other career information not mentioned that you would like to include?
Please explain.

CAREER NEEDS PROGRAM CHART

| Objective | Survey Question | Mean | Agree/ Strongly Agree % | Category Services Instruction Environmental | Existing Programs/ Programs to be Developed | Who will do it? |
|-----------|--|------|----------------------------------|--|---|--------------------|
| 1 | 1. Survey ID Number | | | Demographics | N/A | |
| 1 | 2. Are you male or female? | | | Demographics | N/A | |
| 1 | 3. How old are you? | | | Demographics | N/A | |
| 1 | 4. What grade are you in? | | | Demographics | N/A | |
| 1 | 5. Is English your first language at home? | | | Environmental | N/A | |
| 2 | 6. Do you plan to complete high school? | | | Demographics | Career Planning | |
| 2 | 7. After completing school, I plan to: | | | Environmental | Career Planning | |
| 3 | 8. The following stressors affect my ability to make decisions (please shade as many as apply): | | | Environmental | Personal Counselling | |
| | To help me develop a career plan I need: | | | | N/A | |
| 5 | 9. Information on various types of job training | 4.2 | 1267 90.5% | Services | One-on-one Counselling & Workshops | |
| 5 & 7 | 10. Opportunities to directly experience jobs and careers of interest | 4.1 | 1253 89.4% | Instruction | Job shadowing, Work Experience, RAP, Internships | |
| 6 | 11. Computer assisted career programs that I could work through myself | 3.2 | 683 49% | Services | Career Programs available at school and at home i.e. Career Cruising/Choices | |
| 4 & 6 | 12. Computer assisted career programs that I could work through with assistance from a career specialist | 3.2 | 719 51.2% | Instruction & Services | Career Programs available at school with one-on-one assistance i.e. Career Cruising/Choices | |

| Objective | Survey Question | Mean | Agree/ Strongly Agree % | Category Services Instruction Environmental | Existing Programs/ Programs to be Developed | Who will do it? |
|------------------|---|-------------|--|--|--|----------------------------|
| 4 & 6 | 13. Career Development information online | 3.5 | 903 64.5% | Instruction & Services | Websites accessed through curriculum (i.e. CALM) and through the career centre and at home | |
| 8 | 14. General information on universities and college | 4.4 | 1296 92.9% | Services | Guidance Counsellors, Career Centre and Websites | |
| 4 | 15. Help with identifying my skills | 4.0 | 1132 80.9% | Services | One-on-one counselling through Guidance Counsellor, Career Practitioner i.e. Online assessment tools | |
| 5 | 16. Real-life exposure to real people who do different jobs | 3.9 | 1114 79.7% | Instruction & Services | Job shadowing, Work Experience, RAP, Internships | |
| 4 | 17. Help with identifying my values (ie importance of money, health, family etc.) | 3.5 | 889 63.5% | Instruction & Services | One-on-one counselling and group workshops using LRDC resources and online assessment tools | |
| 4 & 5 | 18. Information on gaining skills through volunteering | 3.5 | 912 65.3% | Instruction & Services | One-on-one counselling and group workshops, utilizing Calgary Volunteer Association and materials available in the career centre. CALM class expectations, class presentations | |
| 5 | 19. Help sorting through all the career information available | 3.6 | 984 70.9% | Services | One-on-one counselling and group workshops | |
| 6 | 20. Help in deciding what high school courses I need | 4.1 | 1153 82.8% | Services | Guidance counselling services | |

| Objective | Survey Question | Mean | Agree/ Strongly Agree % | Category Services Instruction Environmental | Existing Programs/ Programs to be Developed | Who will do it? |
|------------------|--|-------------|--|--|--|----------------------------|
| 7 | 22. Help in preparing a resume | 3.8 | 1058 75.9% | Instruction & Services | CALM presentations, one-on-one counselling, group workshops and online tutorials | |
| 7 | 23. Information on skills needed for today's workplace | 4.1 | 1193 86.1% | Instruction & Services | Presentations in the career centre or classes. Occupational skill requirements available online | |
| 8 | 24. One-on-one time with a career counsellor to help decide the college/university programs I would like to pursue | 4.0 | 1062 76.4% | Services | One-on-one with Guidance Counsellors and/or career practitioners | |
| 4, 5 & 6 | 25. One-on-one time with a career counsellor to help me choose a career path | 3.7 | 928 66.5% | Services | One-on-one with a Guidance Counsellor and/or career practitioner | |
| 7 | 26. One-on-one time with a career counsellor to help me find a job | 3.4 | 795 57% | Services | One-on-one with a career practitioner | |
| 6 | 27. Help in preparing a career portfolio | 3.3 | 938 67.3% | Instruction & Services | Career Direction courses, CALM and career practitioner | |
| 2 | 28. Help in dealing with the future in a positive way | 3.4 | 836 60.2% | Instruction & Services | Self Management Unit CALM, and Guidance Counsellors, Individual Classroom teachers | |
| 5 | 29. Help in finding out where to get career information | 3.8 | 1087 78.4% | Instruction & Services | CALM class and Career Centre | |
| 4 & 6 | 30. Help in setting realistic goals for myself | 3.4 | 848 60.9% | Instruction & Services | Career Practitioners, Guidance Counsellors and Teachers | |
| 8 | 31. Information on loans for post-secondary education | 3.8 | 1026 73.8% | Services | Online loan information with one-on-one assistance with a Guidance Counsellor and/or career practitioner | |

| Objective | Survey Question | Mean | Agree/ Strongly Agree % | Category Services Instruction Environmental | Existing Programs/ Programs to be Developed | Who will do it? |
|------------------|--|-------------|--|--|---|----------------------------|
| 7 | 32. Help in developing job interview skills | 3.9 | 1084 77.9% | Instruction & Services | CALM class and Career centre workshops or one-on-one support | |
| 4 | 33. Help in finding out what I would be good at | 3.9 | 1009 72.8% | Services | One-on-one with a career practitioner and/or guidance counsellor | |
| 8 | 34. Information on financial awards for postsecondary education (i.e., scholarships, bursaries etc.) | 3.9 | 1096 78.7% | Services | CBE scholarship website and/or Scholarship coordinator | |
| 4 | 35. Help with identifying my interests | 3.3 | 787 56.5% | Instruction & Services | CALM class, other curriculum areas, career practitioner and/or Guidance Counsellors, and online assessment tools with one-on-one assistance | |
| 5 & 7 | 36. Information on how to get a job | 3.6 | 973 70.1% | Services | One-on-one with career practitioner or workshops setting | |
| 4 | 37. Help with identifying my ability, strengths and weaknesses | 3.7 | 1001 72.4% | Services | Online assessment tools, with one-on-one assistance by career practitioner, workshops offered in career centre | |
| 4 | 35. Help with identifying my interests | 3.3 | 787 56.5% | Instruction & Services | CALM class, other curriculum areas, career practitioner and/or Guidance Counsellors, and online assessment tools with one-on-one assistance | |

| Objective | Survey Question | Mean | Agree/ Strongly Agree % | Category Services Instruction Environmental | Existing Programs/ Programs to be Developed | Who will do it? |
|------------------|---|--|--|--|--|----------------------------|
| 4 | 37. Help with identifying my ability, strengths and weaknesses | 3.7 | 1001 72.4% | Services | Online assessment tools, with one-on-one assistance by career practitioner, workshops offered in career centre | |
| 5 & 6 | 38. Student workshops on career planning | 3.4 | 808 58.1% | Instruction & Services | Workshops or one-on-one assistance with career practitioner, guidance counsellor or CALM teacher | |
| 3 & 6 | 39. Help with understanding my own behaviours | 3.0 | 639 46.2% | Services | One-on-one with guidance counsellor | |
| 6 | 40. I have a clear career plan for the next year | 3.3 | 726 52.5% | Instruction & Services | Career Direction Course, career practitioner and guidance counsellor | |
| 6 | 41. I have a clear career plan for the next few years | 3.2 | 665 47.6% | Instruction & Services | Career Direction Course, career practitioner and guidance counsellor | |
| 2,4,5,6,7 & 8 | 42. Do you believe Career Centres are a valuable resource for high school students? Please explain. | 4.0 | 1061 76.7% | Services | Various services provided through career centres | |
| 2,4,5,6,7 & 8 | 43. Is there any other career information not mentioned that you would like to include? Please explain. | This is a response question and has not been analyzed. | | | | |

Calgary Board of Education Career Centre Project Evaluation Report

by

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The project summarized in this report is part of a larger initiative in the Calgary Board of Education (CBE) to increase the emphasis on career/life planning in high schools. This initiative is particularly laudable given that worries about the future (what to do after high school, career path, etc.) continue to be one of the most frequently expressed needs of Canadian youth (Bibby & Posterski, 1992; Collins & Hiebert, 1995; Hiebert, 2001; Hiebert, Collins, & Cairns, 1994; Hiebert, Donaldson, Pyryt, & Arthur, 1998). This emphasis makes sense when “career” is seen in the contemporary context as referring to the summation of one’s life experiences, including work, leisure, and education. Most writers, researchers, and educators acknowledge this broader definition by using the term “career/life planning” to describe the work they do. In this broader context, career development is seen as the life-long process of managing learning, work and transitions in order to move toward a personally determined and evolving preferred future (National Steering Committee for Career Development Standards and Guidelines, 2001). With a growing body of research attesting to the positive learning gains arising when schools adopt an expanded mandate focused on meeting the ‘whole person needs’ of students (Gysbers, Hughey, Starr, & Lapan, 1992; Lapan, Gysbers, & Sun, 1997) and the high need expressed by students for career/life planning information and services, it is sensible and timely for the CBE to be adopting a policy that sees increased emphasis and increased resources for career/life planning programming in schools.

Context

The data summarized in this report came from evaluations conducted in the Spring of 2001. During that time, career centres had been implemented in eight high schools. In one school, a career centre had been in operation since 1992. Career centres in the other schools were implemented in January 2001. The sample consisted of 1388 students drawn from the eight schools. There were 742 males (53%) and 646 females (47%). The sample was composed largely of grade 10 students, thus roughly two-thirds of the respondents were 15 years old. Around 80% of the sample spoke English as their first language.

Data Source

The main data source was a survey instrument developed expressly for this project. The survey built on previous work in this area (Hiebert, in press; Magnusson & Bernes, in press), but was tailored to fit more exactly with the current project. The new survey was pilot tested early in 2001, revised, and then administered to the sample described above.

The survey contains a section requesting pertinent demographic information, followed by a series of items focusing on potential functions of a career centre. Students are asked to indicate how they personally feel about each of the statements on a five-point likert scale ranging from strongly agree to strongly disagree. The items are constructed so that student responses could be used to evaluate the functioning of the career centres and also inform future planning about the nature of services offered through the career centre. Two of the items provided an opportunity for students to make written comments about the services offered and/or future services required.

Results

The likert items were analysed by tabulating response frequencies and calculating the mean score for each item. Special attention was given to items having a high mean score and a large percentage of students answering strongly agree or agree. A content analysis was conducted on the open-ended questions by identifying frequently occurring themes in the students written comments and compiling frequency counts on those themes.

General Results

At a general level, the survey responses indicate a strong need for career/life planning services in the schools surveyed. About 98% of respondents indicated that they planned to complete high school. Regarding plans for after high school, almost half (48%) said they intended to go to university, an additional 13% planned to enter college, and 9% planned to attend a technical school. Thus over two-thirds of these grade 10 students planned to engage in some form of postsecondary education. Only 7% planned to leave high school and enter the labour market. These findings are consistent with data from other Canadian studies (Frank, 1996; Hiebert, Collins, & Cairns, 1994; Hiebert, et al., 1992) and suggest that these young people do not have very realistic career plans, especially when national figures indicate that around 15% of grade 10 students do not complete high school and only about one-third of those completing high school enter some form of postsecondary education (Frank 1996). About 20% of the students reported that money was a stressor interfering with their ability to make career decisions, about 24% said that parent pressure to make a decision was interfering, and around 15% indicated that peer pressure made the decision-making process difficult. About 12% indicated that teacher pressure, work outside of school, or low self-esteem were factors interfering with their ability to make career-related decisions. Thus, it seems like there is a strong need for career development programming in schools and for the mandate of those programs to be broad, including parents and school staff in addition to students.

Quantitative Results

The likert items provide a look at the function of career centres and the roles enacted by career centre staff. The areas of greatest need were for career centres to provide information on various types of job training, and general information on universities and colleges. These were items which had a mean score of 4.0 or greater and where more than 90% of students expressed agree or strongly agree. Close behind first set of high priority needs were those having a mean score of 4.0 or greater and where 80% – 89% of students expressed agree or strongly agree. This list contained the following items:

- Opportunities to directly experience jobs and career of interest
- Help with identifying my skills
- Help in deciding what high school courses I need
- Information on skills needed for today's workplace

Clearly in the minds of many of these grade 10 students, they need more than just information: They need help interpreting the information, help identifying their own career-related skills, and a chance to reality test their choices by directly experiencing the workplace.

A third cluster of important areas for future action can be obtained by examining items with a mean score in the upper half of the likert scale range and where two-thirds or more of the sample indicated agree or strongly agree. These items included:

- Real-life exposure to real people who do different jobs
- Help with career development skills such as: preparing a resume, developing interview skills, learning job-finding skills
- Help identifying values, sorting through the career information available, learning how to make contacts in the workplace and how to gain skills through volunteer work
- One-on-one time with a career counsellor to assist in decision-making
- Information on financial assistance for postsecondary training
- Help in finding out where to get career information
- Career information on-line

These responses also underscore the need for a broad-based career development program in the school, that extends beyond just providing information, to include basic career/life planning skills. Furthermore, these responses suggest that an infusion approach that involves the total school staff would be most beneficial. The variety of needs and skills are likely best addressed by a team of people working together, rather than partitioned off to one or two individuals.

Qualitative Results

The qualitative results provide further convincing evidence that students perceive the career centres as providing a valuable service in the school. Almost 80% of the sample said that career centres were a valuable resource for the school. Furthermore, over 85% of the students took the time to make a written comment elaborating their response on the likert scale. Of these:

- 761 made a general comment that the career centres had been helpful or valuable to them personally,
- 514 said that student their age needed help with career planning and the career centres were a good idea to assist students
- 355 indicated that the information pertaining to careers or postsecondary programs was particularly useful, and
- 250 said that interacting with career centre staff helped them with the career planning process (setting goals, making decisions, etc.)

These comments underscore the importance of going beyond merely providing information and of having staff who are able to assist students in sorting out their own priorities.

The last item in the survey provided an opportunity for students to make any additional comments about the career centres. Just over 800 students indicated that they had no suggestions for improvement and an additional 166 made some written suggestions. These suggestions were largely individual and no pattern of frequently occurring suggestions was noted. The fact that so many students took the time to make written comments to these last two questions is an indication of the importance they saw in the career centres and the degree to which they found it to be a valuable resource.

Recommendations

In addition to the survey results reported above, a descriptive analysis of career centre functioning was undertaken by career centre staff and the project coordinator. Career centre staff compiled a list of career-related activities that they had coordinated over the semester. They also interviewed a cross-section of stakeholders to get their reactions to the career development program in the school. A summary of this descriptive analysis has been compiled by Susan Poole, and is available as a separate document. The results indicate that the career development programs in all schools generally followed the comprehensive career/life planning model being advocated by leading theorists and educators. The list of career-related activities is extensive and comprehensive, and the stakeholder reaction is extremely positive. Taken together, the evaluations of this project indicate a very high degree of success in an area that is deemed extremely important by students.

Based on the results reported above, the following recommendations are offered.

1. The career centres definitely should continue. They are meeting a strongly expressed need by students and doing it in a manner that students find beneficial.
2. The career centres need to be staffed by people who have training in the career development field. It is clear that the focus of the career centres needs to extend beyond simply providing information to students and needs to incorporate all aspects of the career/life planning process, including: personal exploration, information gathering, skill development, and reality testing. It is rare for specialized career

development knowledge and skill to be found within existing school staff members for it is not an integral part of most teacher preparation programs and often even school counsellors have not specialized training in career development. Typically, special training is needed in order to provide optimal service to students. This special training can be made available to existing school staff members in the form of professional development, or it can be obtained by hiring personnel with those credentials, but clearly trained staff with time available to assist students, is needed if the career centres are achieve their maximum potential.

3. The best models for delivering career/life planning services to students is an infusion model, where responsibility for the school career development program is shared among career practitioners, school counsellors, and classroom teachers. Usually, one person is designated as being responsible for coordinating the career development program, but the responsibility for delivering the program is shared among the wider school population.
4. When planning for the knowledge and skills needed by those involved in delivering the career development program, it may be useful to consult the *Canadian Standards and Guidelines for Career Development Practitioners* (National Steering Committee for Career Development Standards and Guidelines, 2001). This document outlines the competencies needed to plan and deliver career development services, and can be used in a variety of ways to improve the quality of career services available to Canadians. The project is currently in its implementation stages, and available to schools and community agencies free of charge.

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Appendix G
Setting Up a Career Centre

Setting Up a Career Centre

- **Space** needed to accommodate desk, 3-5 computers, and resources.
(Classroom size is preferred)
- Establish a **Career Development or Career Centre Team/Committee** to support the implementation of the centre
- Career development team should have representation from all curriculum areas
- Meet regularly to establish career development priorities
- Stimulate interest among other staff members
- **School Commitment** to make career/life preparation an important part of the school culture
- Career development should be a part of the school vision and school improvement plan
- Stable funding should be provided e.g. a \$1.00 or \$2.00 student fee
- Career Centre Team Committee to represent the career developments needs of the school
- **Principles for Career Centre Implementation Success**
 - Establish priorities
 - Set realistic objectives (number of students to be served; number of classroom presentations)
- **Be Organized and Creative:** Organize the centre into categories
 - Career Development
 - Self-Assessment
 - Occupational Information

- Subject Information
- Post-Secondary Information
- Women's Studies
- Goal Setting/Action Planning
- Job Search Skills
- Career of the Month Board

- **Develop a Job Board**
 - Easy to read
 - Changed regularly
 - Taken from a variety of sources
 - Ensure proper job screening process for approving jobs to be posted

- **Services Offered in the Career Centre by a Career Practitioner**

The services identified below are only a sample of what career practitioners do, please refer to the career practitioner job duties sheet for details.

- Provides an arrange of diverse and effective career development resources and explain how to effectively utilize information
- Consult with Career Development team, on career development topics
- Assist in the coordination of the career direction courses
- Introduce and manage Job Shadow opportunities
- Provide volunteer opportunities
- Support the Work Experience/RAP coordinator in work placement
- In-class workshops for students in collaboration with a teacher
- One-on-one sessions with students on career planning
- Workshops for teachers on how to include career development into the curriculum
- Workshops for parents/former students on career development/planning
- Workshops for students on various activities
- Exit interviews with grade 12 students
- Market Career Development to the students, staff, parents, community and business

- **Volunteers** who can work in the Career Resource Centre. This may include:
 - Peer career counsellors in the career centre
 - Parents to assist in the career centre
 - Parents or business partner to give presentations on their own careers.

- **Supplies**
 - Desk
 - Tables
 - Shelves
 - Phone
 - Stationery
 - Signage
 - Literature (Majority free of charge from Alberta Learning)

- **Technology**
 - 3-5 computers with Internet access
 - 1 computer for career practitioner with CD ROM

- **Budget**
 - Recommendation to assess a student career centre fee to cover cost of supplies (Supply cost for a career centre is approximately \$1,000.00 to \$1,500.00.)

- **Career Direction Credit (S)**
 - Attached to CALM
 - Teacher Advisor
 - Virtual
 - CTS
 - other

Appendix H

The Job Hunt

The Job Hunt

Traditional Way to hunt for a job:

- | | | |
|---|----------------------|--------------|
| 1. Look in the newspaper for a job. | Success Rate: | 5-24% |
| - because you are playing the numbers game with millions of other people. | | |
| 2. Using the Internet. | Success Rate: | 4% |
| - because you are playing the numbers game with millions of other people. | | |
| 3. Mailing out resumes. | Success Rate: | 7% |
| - because you are playing the numbers game with millions of other people. | | |
| 4. Private employment firms. | Success Rate: | 5-24% |
| - because you are playing the numbers game with millions of other people. | | |

How does an employer prefer to hire their employees?

- | | | |
|---|---|---|
| 1. From within the company. | } | <i>Does not match the traditional ways to search for a job.</i> |
| 2. A job hunter that offers proof of accomplishment. You find them. | | |
| 3. Search Firms or employment agencies | | |
| 4. Newspaper Ads, Internet, receiving résumés from strangers | | |

Characteristics of the employer:

- Not pleased by having to hire someone new. Even if it is an exciting new position, employers are concerned about change.
- Lazy. They want the easiest, quickest way to hire someone.
- Want to see proof of accomplishments.
- They want to hire the perfect person for the job, not someone who can do the job.

What do the employers look for?

Confidence
Accomplishments
Self-understanding
Adaptable

Best ways to hunt for jobs:

- | | | |
|---|----------------------|------------|
| 1. Networking | Success Rate: | 33% |
| 2. Targeting companies that interest you, regardless of an actual position advertised | Success Rate: | 47% |
| 3. Yellow Pages job search | Success Rate: | 69% |
| 4. Creative Job Hunt: Understand what you have to offer the world Understand where you want to use your skills Understand what organizations you want to work for. | Success Rate: | 86% |

Your opportunities to impress the employer:

First phone call to ask if there are any employment opportunities with that firm is like a first interview
Those who you network to will know your nature and will speak well of you.
Your résumé-ensure it proves your accomplishments
The interview

Post-Secondary Search

Choose one Career from the Career Cruising Assignments to complete the following assignment.

Use two of the following resources to investigate and confirm the postsecondary requirements for the career you chose:

1. Choices program: Located on the hard drive on all school computers. Click on **Start, Programs, Choices 2001**. Enter your name and then click on **create**. From the Choices Start screen, select **Occupations** under Databases. Select your occupation. Click on **Program Areas** and select the particular program you wish to study and where you want to study. Click on **Schools** and select the school you wish to go to. Click on **Admission Requirements** and select the program again. The admission requirements will be listed at the bottom of the screen including application deadlines.
2. Occinfo: Go to www.alis.gov.ab.ca In the Career section click on **Occupational Information**. Select **OCCINFO**. Search for your career by letter. In the career screen click on **Education**. All the educational requirements will be listed including specific schools in Alberta.
3. Web sites: If you know which school you wish to attend, you can go directly to their web site. A list of common schools in Alberta:
 - www.acad.ab.ca (Alberta College of Art and Design)
 - www.ualberta.ca (University of Alberta)
 - www.ucalgary.ca (University of Calgary)
 - www.uleth.ca (University of Lethbridge)
 - www.sait.ab.ca (SAIT)
 - www.mtroyal.ab.ca (Mount Royal College)
 - www.marvelcollege.com (Marvel Beauty School)
 - www.ibschool.com (Career College)
4. To locate more web sites, use www.schoolfinder.com

Assignment

Career:

1. What level of education do you need for this career? (high school, undergraduate degree, etc.)

| |
|----------------------------|
| Portfolio Checklist |
|----------------------------|

You build a Career Portfolio in 3 major components.

1. Portfolio Checklist
2. Portfolio Collection
3. Marketing Portfolio

- ❖ Record on your **Portfolio Checklist** every sample that you collect in your Portfolio Collection.
- ❖ Use it to track your progress, and to keep an inventory of your collection items.

NOTE: You may want to print this page and use it for a table of contents or checklist for your collection.

| Check items in your Collection | Collection Sections |
|--------------------------------------|--|
| | <p>Section 1 Self Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interests Assessments <input type="checkbox"/> Skills Inventories. <input type="checkbox"/> Employability Skills Builder <input type="checkbox"/> Style Inventories <input type="checkbox"/> Value Inventories <input type="checkbox"/> Learning Style Assessments <input type="checkbox"/> Passion Assessments |
| | <p>Section 2 Career Investigation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Occupational Investigations <input type="checkbox"/> Transition Scenarios that you have recorded <input type="checkbox"/> Job shadowing reports <input type="checkbox"/> Mentoring reports or documentation <input type="checkbox"/> Information Interview documentation |
| | <p>Section 3 Experience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Any good Work Samples <input type="checkbox"/> Art Work <input type="checkbox"/> Photographs that demonstrate your skills <input type="checkbox"/> Electronic or web work <input type="checkbox"/> Any good work samples <input type="checkbox"/> Special projects <input type="checkbox"/> Reports or proposals that you developed <input type="checkbox"/> Newspaper clippings <input type="checkbox"/> Copies of job applications <input type="checkbox"/> Letters of recommendation <input type="checkbox"/> Volunteer Certificates <input type="checkbox"/> Letters from customers |

| | |
|--|---|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Acceptance letters <input type="checkbox"/> Job Evaluations <input type="checkbox"/> Letters of Reference |
| | <p><u>Section 4 Education</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Certificates, Diplomas, Degrees <input type="checkbox"/> First Aid Certificates <input type="checkbox"/> Babysitting Certificates <input type="checkbox"/> Training Certificates <input type="checkbox"/> Licenses move here? <input type="checkbox"/> Transcripts of Grades <input type="checkbox"/> Copies of exam results <input type="checkbox"/> Special Training <input type="checkbox"/> Special courses <input type="checkbox"/> Work Experience Courses <input type="checkbox"/> Registered Apprenticeship Program <input type="checkbox"/> Career Pathways Program |
| | <p><u>Section 5 Special Recognition</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Awards <input type="checkbox"/> Educational Awards <input type="checkbox"/> Certificates of Achievement <input type="checkbox"/> Scholarship Reward Letters <input type="checkbox"/> Bursary Reward Letters <input type="checkbox"/> Honour Roll <input type="checkbox"/> Photographs of Trophies |
| | <p><u>Section 6 Work Search Tools</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Your Résumé <input type="checkbox"/> Cover letters that you developed <input type="checkbox"/> One of your Marketing Portfolios <input type="checkbox"/> Thank you letters |
| | <p><u>Section 7 Action Plan</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Your Action Plan document <input type="checkbox"/> Your Goal Setting document <input type="checkbox"/> Your Transition Scenarios documents |

Career Development Websites

Web Based Placement

Flipdog: <http://www.flipdog.com>

- Flipdog offers jobs from employers in every category, internationally. Great web résumé for the new millennium.

Canada Careers: <http://www.canadacareers.com/>

- Information on Human Resources, relocation (housing market, mortgage information), and more. You can search by employer, position or by keyword on this site.

Canadian Careers: <http://www.canadiancareers.com/>

- Emphasizes the Internet as a complement to regular networking in a search project, not a replacement. In addition to a job database, there is information on education, résumés, self-assessment, news and events, career information, and more.

Canada Employment Weekly: <http://mediacorp2.com>

- Here is the on-line version of the employment publication. It contains a number of helpful sections for the job seeker, with useful and relevant links.

Career Click: <http://www.careerclick.com/>

- Look at employment opportunities listed in major Canadian newspapers online.

Monster: <http://www.monster.ca/>

- Four main services on this site: building your résumé, employment matching system, searching the database, and on online career resource centre.

The Job Bus: <http://www.jobbus.com/>

- The Job Bus was built after a growing number of Internet users mentioned having problems finding employment online in Canada. This site has information for those looking for either high-tech or non-computer jobs. Extensive Job Links section will help you find the employment pages of companies, personnel agencies, and government in Canada.

Jobs Market: <http://www.jobsmarket.org>

- A “showcase of workshops and employment opportunities”. Includes listing of upcoming events and a free e-mail newsletter.

Job Shark: <http://www.jobshark.com>

- Canadian online and recruitment centre; heavy on the information technology sector.

Workopolis: <http://www.workopolis.com/>

- Search for over 30,000 jobs by keyword, date, location, or industry. Post your résumé, register for matching services, read articles.

Search Firms & Recruiters

Adecco: <http://www.adecco.com/>

- In 60 countries around the world, Adecco provides the services of temporary and full-time clerical, industrial and technical associates.

Caldwell Partners International: <http://www.caldwellpartners.com/>

- Practice areas include Consumer Products, Information Technology, Telecommunications, Financial Services, Boards of Directors, Natural Resources, Not-for-Profit/Public Sector, Healthcare and Education.

Canadian Career Partners: <http://www.career-partners.com/opp>

- Specializing in such industries as oil and gas, natural resources, financial services, manufacturing, high-technology, communications, transportation, real estate, retailing and not-for-profit.

Capital Executive Ltd.: <http://www.capitalexecutive.com/>

- Place permanent and contract professionals in the Information Technology, Oil and Gas Accounting and Engineer/Design Drafting fields.

CNC Global Consulting: <http://www.cncglobal.com/>

- CNC Global is a provider of IT and E-commerce staffing and career search services, including permanent placement and contract consulting, recruitment advertising, online career fairs and Internet-based recruitment.

Conroy Partners: <http://www.conroypartners.com/>

- Conroy Partners Limited is based in the centre of Canada's oil and gas industry and just over 50 percent executive search assignments are within this sector. Specializing in Oil & Gas placement, other business sectors include financial, property management, utilities/pipeline, technology, and public sector.

David Aplin & Associates: <http://www.aplin.ab.ca/>

- Specializing in various industry placement: Information Technology, Accounting and Finance, Engineering and Technical, Sales and Marketing, Supply Chain Management, Human Resources, Office Personnel, Biotech/Life Sciences.

Directory of Canadian Recruiters: <http://www.directoryofrecruiters.com>

- This site offers links to every Canadian recruiter with a web site, a FAQs page which includes details on how Canada's 1900 recruiting companies operate — how they work, how they charge, how job seekers can contact them and what candidates should know BEFORE they contact them, and more.

Finney Taylor Personnel: <http://www.finney-taylor.com/>

- An Information Technology Recruiter. Clients are companies that need mid- to senior level IT professionals and they include over 50 of Canada's biggest firms.

Lock & Associates: <http://www.lock-associates.com/>

- A Canadian Sales, Marketing and Management Search Firm.

Price Waterhouse Coopers: <http://www.pwcglobal.com/ca>

- PricewaterhouseCoopers Canada offers solutions for organizations that conduct business in Canada and throughout the global marketplace.

Robert Half: <http://www.roberthalf.com>

- Robert Half is a specialist in accounting, financial and information systems staffing with an international network of offices.

Spherion: <http://www.spherion.com/>

- Spherion operates more than 1,000 offices throughout North America, Europe, Australia and Asia. Practice areas include accounting, banking, finance, information technology, engineering, manufacturing, human resources, legal services, retail, sales, marketing and interim executives.

Xwave Solutions (formerly Minerva Technology Inc.): <http://www.xwave.com>

- IT Placement firm.

Entrepreneurial

Alberta Economic Development: <http://www.alberta-canada.com>

- One of 17 government departments within the Alberta Government structure. They work in partnership with the Alberta Economic Development Authority, business, industry associations, other provincial departments and governments to provide quality information and competitive intelligence.

Alberta Entrepreneurs Association: <http://www.aea.ab.ca/>

- The purpose is to provide a forum for the entrepreneur to network with like-minded individuals and learn how to be successful in initiating, organizing and managing new business ventures for profit while minimizing the risk of loss.

Alberta Women's Enterprise Initiative: <http://www.aweia.ab.ca/web/webhome.nsf>

- Offer workshops, business coaching, business loans, networking opportunities and links to other resources. Whether you are planning for your own business, or have one, there are services and information to help you succeed. Links you to business information through handouts and training workshops. Also links you to other women in business and volunteer experts for learning, sharing and networking.

Business Development Bank of Canada: <http://www.bdc.ca/>

- The Business Development Bank of Canada (BDC) is Canada's small business bank. BDC delivers financial and management services, with a particular focus on the emerging and exporting sectors of the economy. The BDC's services are available across Canada in both English and French through a network of more than 80 branches, and its head office in Montreal.

Canada One: <http://www.canadaone.com/>

- Helping Alberta entrepreneurs start, run, and grow successful businesses. This site contains information through magazines, a "toolkit," directories, and a database of other resources. Great articles on marketing, research and cold calling.

Canadian Franchise Association: <http://www.cfa.ca/>

- Information on buying a franchise - from consideration and investigation to purchasing and running a franchise business. You must join this organization to access much of the information.

Digital Women: <http://www.digital-women.com/>

- Small & home-based business information for women around the globe - including business how-to's, business information and networking.

Self Employment Development Initiatives: <http://www.sedi.org/html/splash/splash.html>

- Information for new entrepreneurs as well as policy and program development researchers. Has a resource centre and information on various programs.

Strategis: <http://www.strategis.ic.gc.ca/>

http://www.strategis.ic.gc.ca/sc_mangb/smallbus/engdoc/sbla.html

- Strategis is Canada's largest business website, providing access to Industry Canada's extensive online business resource. It contains over 75,000 reports, 600,000 pages of text and 2 gigabytes of statistical data.

Government

Alberta HR & Employment: <http://www.gov.ab.ca/hre/>

- Information on the labour market (statistics), career development, etc.

Alberta Learning Information Service: <http://www.alis.gov.ab.ca/>

- The Alberta Learning Information Service (ALIS) website is a provincial gateway to career, learning and employment information and services. It is provided through a provincial government partnership of Alberta Learning and Alberta Human Resources and Employment.

Calgary Career Development Centre: http://www.aecd.gov.ab.ca/calgary_cdc/

- Assists Albertans with Career, Learning and Employment directions and Labour Market Information needs.

Calgary Economic Development Authority: <http://www.ceda.calgary.ab.ca/>

- C.E.D.A. continues to be a freestanding organization, united with its partners, including Calgary Inc., in providing service to clients and effectively promoting Calgary's economic development.

Job Futures: <http://www.hrdc-drhc.gc.ca/JobFutures/>

- Job Futures is a two-part publication that provides Canadians with information about the current world of work and projections for the future. It is developed by the Canadian Occupational Projection System (COPS) of the Applied Research Branch of Human Resources Development Canada (HRDC).

Next Steps: <http://www.nextsteps.org>

- Youth oriented information on education, training, career planning, job search, résumés, can submit on line questions to counsellors, magazine section profiles different fields/occupations every month.

Strategis: <http://strategis.ic.gc.ca/scdt/businessmap/engdoc/0.html>

- The Canadian Business Map is an Internet site which provides quick and seamless access to international, national, provincial, territorial and municipal business information.

Sunshine Coast Canada Employment Centre

<http://www.sunshine.net/www/200/sn02531/default.html>

- Have a look at what is happening on the West Coast of British Columbia. An excellent example of a regional centre. The collection of resources has links to Labour Market Reports, Surveys, Job Outlooks and other Canadian Employment Centres.

Saskatchewan's User-friendly Cyberspace Career and Employment Service Site

<http://www.sasknetwork.gov.sk.ca>

- The Saskatchewan SUCCESS site features information on career planning, job searching, training and education, LMI and self-employment.

WorkinfoNET: <http://www.canadajob.com/>

- The Canada WorkinfoNET web site is about helping Canadians connect to the resources they need in the areas of jobs, work and recruiting; learning, education and training; occupations and careers; labour market information and outlook; self-employment; workplace issues and supports; and financial help and issues.

Worksearch: <http://www.worksearch.gc.ca>

- This HRDC pilot project helps people explore their career and work options. Has static and interactive areas and a number of checklists.

Associations

APEGGA: <http://www.apegga.org/>

- Association of Professional Engineers, Geologists and Geophysicists of Alberta.

Association of Proposal Managers & Professionals: <http://www.apmp.org/>

- An American site including information on writing proposals, and articles.

Associations Canada: <http://www.associationscanada.com/>

- View newsletters and articles; as well as search for associations and their members.

Calgary Council of Advanced Technology: <http://www.ccat.org/>

- The Calgary Council for Advanced Technology provides a forum to enhance technology awareness, business development and networking for the advanced technology community.

Canadian Institute of Chartered Accountants: <http://www.cica.ca>

- The CICA conducts research into current business issues and sets accounting and auditing standards for business, not-for-profit organizations and government. It issues guidance on control and governance, publishes professional literature, develops education programs and represents the CA profession nationally and internationally.

Canadian Public Relations Society: <http://www.cprs.ca/>

- The Canadian Public Relations Society is a professional organization with 1,700 members across Canada. Articles on public relations, Careers/jobs, Education programs, Canadian Public Relations Society, CPRS National Conference 2000, and useful hotlinks.

Certified General Accountants Association of Canada: <http://www.cga-canada.org/>

- CGA-Canada sets national educational standards and professional standards and practices, provides services to affiliates and members, contributes to international accounting standard setting, and represents CGAs nationally and internationally. CGA-Canada works with its provincial/territorial/regional affiliates to deliver the CGA program of professional studies.

HRAC: <http://www.cadvision.com/hrac>

- Established in 1947, the Association actively participates in providing input to federal and provincial governments on proposed legislation affecting human resource management. Membership includes those individuals who fulfill any of the following functions that may fall within the scope of today's human resources practitioner: Organizational Development, Staffing, Total Compensation, Organizational Learning, Reviewing and Development, Health & Safety, Workers Compensation, and Human Resources Information Systems.

International Association of Business Communicators: <http://www.iabc.com/>

- IABC, the International Association of Business Communicators, is a resource for effective communication practice. They provide products, services, activities and networking opportunities to help people and organizations achieve excellence in public relations, employee communication, marketing communication, public affairs and other forms of communication to people around the world, in every industry and in the public and non-profit sectors.

Landman: <http://www.landman.ca/>

- The CAPL membership includes individuals responsible for the acquisition, administration and disposition of mineral and/or surface rights for petroleum exploration and production companies, as well as related service and financial companies in the energy industry. CAPL members work closely with their exploration, production, financial and legal counterparts within these companies to formulate and implement exploration strategies and to negotiate a wide variety of exploration, production, joint venture, and other related arrangements.

Strategis: <http://www.strategis.ic.gc.ca/>

- The site allows you to identify new markets, find business partners, form alliances, locate emerging technologies or processes, and assess various risk factors.

The Catapult on Job Web: <http://www.jobweb.com/catapult/>

- This Association of Colleges and Employers collaborative collection is especially for career services professionals. Find resources, guides and opportunities.

WorkWeb: <http://www.cacee.com/index.html>

- This site of the Canadian Association of Career educators and Employers has career fair listings, job search tips and Career Options on-line.

Salary and Wage Information

ASET: <http://www.aset.worldgate.com/salary.html>

- Alberta Technology Salary Survey.
- Calgary Salary

Survey: <http://calgary.about.com/aboutcanada/calgary/blsalaries.htm>

- Salary and Wage Rates for Calgary, various occupations.

Certified Management Accountants of Alberta: http://www.cmaab.com/members/salary_survey.html

- Salaries for Accountants in Alberta.

Competitive Position Salary Survey of IT Jobs: <http://www.competitiveposition.com/>

- Salary Survey information for IT people in AB, BC, and the US.

HRDC Alberta/NWT: http://www.ab.hrdc-drhc.gc.ca/lmi/home_e.shtml

- Alberta Wage and Salary Survey 1996/97. Select an Occupation from the list, and click "Search" button for the non-union wage ranges for that occupation for various parts of Alberta.

National Guide for People Relocating Across Canada: <http://www.relocatecanada.com/>

- Information for relocating within Canada - from arts to weather, they've got it all!

Wynford Group: <http://www.wynford.ab.ca/survey99>

- IT Salaries for Western Canada.

New Ways of Work & Trends

Ask the Headhunter: <http://www.asktheheadhunter.com/>

- A new way of looking at your job search. Information and articles on résumés, interviewing, negotiating, etc.

Contact Point: <http://www.contactpoint.ca/html/othsites6.html>

- A comprehensive list of websites on trends and new work.

Edupoint.com: <http://www.edupoint.com/>

- Excellent search engine for finding programs, certificates or classes for distance learning.

Faith Popcorn's Brain Reserve: <http://www.brainreserve.com/trends/trends.htm>

- This New York firm guides companies in understanding and anticipating consumer behaviour and leveraging established brands, new products and services to meet the needs of future customers.

Chief Monster: <http://www.chiefmonster.com>

- ChiefMonster.com is a career resource for senior executives who aren't just doing business, but are changing the way business is done. Apply for membership today to gain access to a collection of senior-level opportunities from today's top employers, executive search firms and VCs.

Job Futures: <http://www.hrhc-drhc.gc.ca/jobfutures>

- This HRDC site provides access to Job Futures, a two-volume publication that provides Canadians with current information on the world of work as well as projections for the future. It is published by the Canadian Occupational Projection System (COPS) of the Applied Research Branch and the Occupational and Career Development Division of Human Resources Development Canada.

Sustainable Business: <http://www.sustainablebusiness.com/>

- You'll learn about how many of the world's largest firms are using eco-efficient practices to shrink their footprint, cut costs, increase revenues, and transform the very definition of themselves.

Volunteer Centre: <http://www.volunteercalgary.ab.ca/>

- Volunteer Calgary offers a range of services to support and encourage volunteerism in Calgary. For member agencies - non-profit organizations with volunteer programs - there is the ongoing recruitment and referral of more than 15,000 volunteers annually.

Wall Street Journal: <http://careers.wsj.com/>

- When you access careerjournal.com, you'll see highlights of the day's top stories and Job Seek and Job Alert features. Link to extensive collection of editorial content, databases and other services throughout the site (i.e. executive recruiters, salary surveys, job search information, and staying on top of your current position).

Quintessential Careers: http://www.quintcareers.com/hot_jobs_2001.html

- Lists job resources that outline trends in employment.

Directories

Annual Report Gallery: <http://www.reportgallery.com/>

- The Report Gallery currently lists over 2,200 Annual Reports and covers the majority of the fortune 500 companies.

Blue Book of Canadian Business: <http://www.bluebook.ca>

- The Blue Book of Canadian Business is a great source of information about Canada's top performing companies.

Charity Village: <http://www.charityvillage.com/charityvillage/career.html>

- Canada's site for the non-profit sector -- 3,000 pages of news, jobs, information and resources for executives, staffers, donors, and volunteers. If philanthropy and volunteerism are part of your world, this is your place.

Fraser's Canadian Trade: <http://www.frasers.com/>

- Search this comprehensive database for company information, or product/brand information.

MaxContacts: <http://www.maxcontacts.com/>

- Links connect you to Calgary Oil & Gas company websites. There are also service companies listed as well as media & e-commerce. NOT WORKING

Sedar: <http://www.sedar.com/>

- Search Canadian annual reports for public companies.

Strategis: <http://www.strategis.ic.gc.ca/>

- A comprehensive Canadian site for Canadian businesses and consumers. The site allows you to identify new markets, find business partners, form alliances, locate emerging technologies or processes, and assess various risk factors.

Tech West: <http://www.techwest.com/>

- Maintains a comprehensive and in-depth database of emerging technology companies located in Washington, Oregon and British Columbia, with over 5500 companies listed in these regions that make up the world's 10th largest trading nation. This community web site is designed to introduce you to key technology companies in TECHWEST as well as providing you with information on companies that are on the move.

The Job Bus: <http://www.jobbus.com>

- Great Canadian site with links to career pages of companies and organizations' websites. Updated daily.

Job Search Attitude

<http://www.garthtoombs.com/attitude.htm>

- An interesting article on attitude.

<http://www.nextsteps.org/net/jsearch/81yecpal.htm>

- An article talking about having a good attitude while job searching.

Career Planning Assessment

<http://www.careernet.state.md.us/assessment.htm>

- An article outlining the use of assessment including self-assessment, formal assessments, aptitude and ability tests, interest inventories, personality type, interest inventories, values assessment, career development assessments, personality/management style inventories, informal assessment instruments such as card sorts, informational interviews, individual and group discussions and job shadowing.

http://www.quintcareers.com/career.com/career_assessment-dos-donts.html

- Career assessment do's and don'ts.

Behavioural Survey

<http://www.mentor.com/pro/ac/asmt.asp?asmt=1>

- This site provides an informal survey to determine how you usually interact with others in everyday situations. CHANGED WEB ADDRESS.

<http://www.psychometrics.com/onlinetest>

- Career Competency Questionnaire and the Work Styles Inventory. Try either or both of these new assessments to find out your Work Style and your Career Competencies.

Career Key: <http://www.ncsu.edu/careerkey>

- A series of question pages are provided here, followed by a listing of “work groups” that correspond to the score from the questions.

Career Influences Survey: <http://www.topjobs.co.uk/asc/questions.htm>

- This test of 40-odd questions looks at self-development, teamworking, and security. NOT WORKING

Career Mapper: <http://www.ti.com/recruit/docs/resume.shtml>

- This series of many questions is courtesy of Texas Instruments. The mapper suggests career attributes and work environments best suited to the test results.

Career Questionnaire:

<http://www.cbweb9p.collegeboard.org/career/html/searchQues.html>

- This is an interactive self-assessment which suggests careers that match a profile. Went through contact point and got it.

Careers Interest Quiz: <http://www.schoolfinder.com/career/carquiz.htm>

- This site provides possible career options based on quiz results.

Electronic Edition of Career Manual:

<http://www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html>

- A well done career guide provided by Career Services at the University of Waterloo.

Employment Search Readiness Inventory:

<http://www.cweb.com/inventory/welcome.html>

- This site looks at whether you are actively taking advantage of career/job opportunities.

Jackson Vocational Interest Survey: <http://www.jvis.com>

- This website is an on-line version of the Jackson Vocational Interest Survey. This test helps to define an individual's interests in terms of actual career possibilities as well as providing additional career exploration resources.

Keirsey Character Sorter: <http://www.advisorteam.com/user/kcs.asp>

- Visit this site and try out the on-line personality questionnaire.

Keirsey Temperament Sorter: <http://www.keirsey.com>

- This is the official Keirsey site with information on the test, types and an on-line personality temperament test.

Kingdomality: <http://cmi-lmi.com/kingdomality.html>

- What is your medieval vocational personality? Try out Kingdomality and find out.

Monster Tools and Quizzes: <http://content.monster.com/tools/>

- Try this site for work styles, management, time management and job search quizzes.

Psychometrics Canada: <http://www.psychometrics.com>

- Find out about assessment training and materials through this site. Includes the Work Styles Inventory and the TRIMA Career Competency Questionnaire - both on-line tests are free.

The Career Interests Game: <http://career.missouri.edu/holland/>

- This site provides an on-line career game based on Holland Codes. I CHANGED THIS WEB ADDRESS

Transferable Skills Survey

http://www.d.umn.edu:80/student/loon/car/self/career_transfer_survey.html

- This site provides an on-line transferability skills survey focussing on Communication, Research & Planning, Human Relations, Organization, Management & Leadership, and Work Survival. I CHANGED THIS WEB ADDRESS.

Work Out Your Meyers-Briggs Type: <http://www.teamtechnology.co.uk/tt/t-articl/mb-simpl.htm>

- This site provides information on working out your personality type using the Meyers-Briggs Model.

Letters

<http://www.quintcareers.com/thank-you-letters.html>

- Frequently asked questions about thank you letters.

http://www.quintcareers.com/cover_letters.html

- An article outlining how to make your cover letter dynamic.

http://www.quintcareers.com/cover_letter-dos-donts.html

- Advice on what to do and not do when writing cover letters

http://www.worktree.com/tb/CL_tips.cfm

- An article entitled Tips for Writing Cover Letters.

The Résumé

http://www.quintcareers.com/scannable_resumes.html

- Fundamental information on scannable résumés.

<http://www.quintcareers.com/resume.html>

- An article discussing fundamentals of a good chronological résumé.

http://www.worktree.com/tb/RE_basics.cfm

- An article reviewing résumé basics.

Monster Board Canada: <http://www.monster.ca>

- This bilingual site provides a variety of information for the practitioner, job seeker and employer. Also links to Monster Boards in other countries.

Networking

http://www.quintcareers.com/networking_guide.html

- An article discussing networking as a way to gain new work.

<http://quintcareer.com/networking-dos-donts.html>

- Networking do's and don'ts article.

http://www.quintcareers.com/cold_calling.html

- An article on cold calling.

The Interview Process

<http://www.yourcareerchange.com/page1005.html>

- Advice on Informational Interviewing.

http://www.quintcareers.com/behavioral_interviewing.html

- An article on behavioural interviewing for job search.

<http://www.ocs.fas.harvard.edu/html/intview.html>

- An article discussing the interview, informational interviews, recruiting interviews, second interviews and consulting interviews.

http://www.worktree.com/tb/IN_mistakes.cfm

- An article entitled 13 Interview Mistakes to Avoid.

<http://www.garywill.com>

- From Waterloo, ON, Gary has a great site with articles on interviewing, résumés, cover letters, networking and the job search process.

Negotiating the Offer

<http://www.quintcareers.com/salary-dos-donts.html>

- Salary negotiation do's and don'ts.

<http://www.CollegeRecruiter.com/pages/article243.htm>

- An article entitled negotiating a better job offer.

<http://www.worktree.com/tb/SN-smartneg.cfm>

- 11 Commandments for Smart Negotiating.

International Cross-Cultural Resources

School Finder: <http://www.schoolfinder.com>

- Lists Canadian Colleges and Universities' information including information on scholarships, links to provincial application centres, and summer jobs sites.

Skills For Change: <http://www.skillsforchange.org>

- This site has useful information about the agency, and specifically useful material for foreign trained professionals.

Study Series: <http://www.studyseries.com>

- StudySeries.com is a one-stop resource for students, counsellors, and parents from Canada, the U.S. and around the world.

Work Destinations: <http://www.workdestinations.org/cgi-bin/startp.p/>

- Guide to work and relocation in Canada.

Labour Market Information

The WORK Place: <http://worplace.hrdc-drhc.gc.ca>

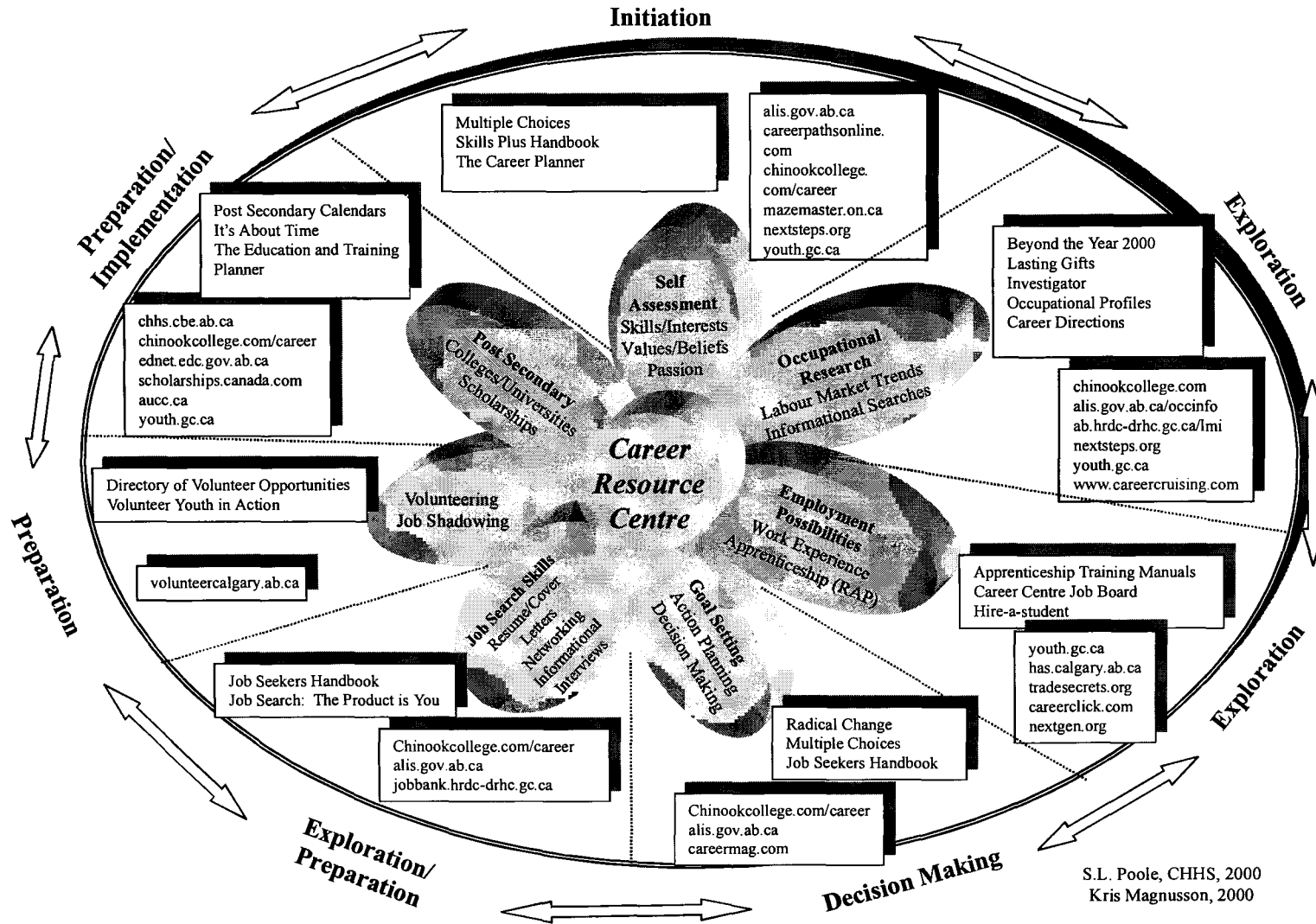
- This labour market information site offers job listings, news, project announcements and directories etc., and promotes access to a variety of current thought and opinion related to the labour market and the world of work.

Contact Point: <http://www.contactpoint.ca/html/othesites6.html>

- Comprehensive list of labour market information websites.

CAREER PLANNING PROCESS AND RESOURCES

Career Resource Centre



S.L. Poole, CHHS, 2000
Kris Magnusson, 2000

Slide 1

***CAREER
CONVERSATIONS***
A WORKSHOP FOR PARENTS

Slide 2

**PURPOSES OF THIS
WORKSHOP**

- To present an introduction and approach to Career Development
- To learn ways and attitudes to help you and your teen have meaningful “career conversations” in order to:
 - **Develop and build their preferred future**
 - **Feel a little less worried - both parent and teen**
 - **Make use of resources around you**

Slide 3

PREFERRED FUTURE



Slide 4

KIDS AND CAREERS

- Your kids are perfect!
- Choices vs. chances
- Life-long process
- Stages in career development

Slide 5

STAGES FOR YOUTH

- EXPLORATION (Jr. High) – 11 to 14
- PREPARATION (Sr. High) – 14 to 18

Parents are still the #1 influence!

Slide 6

WHAT DOES "CAREER" MEAN?

WORK: Effort given for a reward of some sort

JOB: A particular place where a person is employed

OCCUPATION: Refers to a job title, such as engineer. People can change jobs within an occupation

CAREER: A person's whole life in the world of work

Slide 7

MESSAGES

Traditional Messages

Freedom 55

Change is inevitable
BUT secure jobs are
still there. Go where
there is a proven track
record, stick with it.
There will a reward at
the end of the day.

Today's Message

Change is Constant

Security will come from
your ability to
anticipate change,
make changes and
manage change.

Slide 8

MESSAGES (cont.)

Traditional Messages

Be Independent

The way to success
is to learn to write
your own ticket.
You will be on your
own and you will
have to make it on
your own.

Today's Message

Access your Network and be an Ally

You will progress as
much by who you
know and who you
are as on what you
know.

Slide 9

MESSAGES (cont.)

Traditional Messages

Follow the Hot Jobs

Find out where the growth sectors are and get in!

Focus on the Destination

Know what you want and know where you are going. Make up your mind.

Today's Message

Follow Your Heart

The job is not hot if the spirit is not!

Focus on the Journey

Know what you want, but don't be too sure. Be open to changing your mind..

Slide 10

MESSAGES (cont.)

Traditional Messages

Learn while you're in school – then you can relax.

Get a degree and you are on your way.

Typical question is: "What did you learn?"

Today's Message

Stay Learning

Learning is everywhere. We acquire at least as much from informal learning as from formal.

Typical question: "What are you learning?"

Slide 11

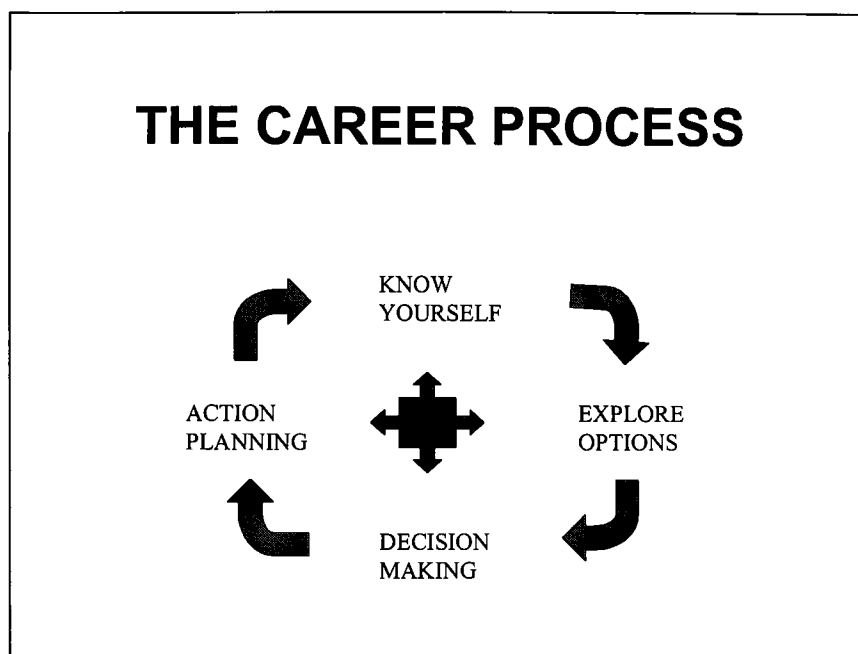
- 70% of students expect to go directly from school to post secondary, especially University
- 10% of students expect to go directly from school into the work force
- 45% of students have no part-time work-experience
- 34% of students do volunteer work in their communities
- 30 to 35% actually do go directly to post-secondary
- 65% do go directly from school into the workforce
- 75% of employers state that they look for part-time work experience when hiring students directly from school
- 83% of employers value and look for youth with volunteer experience

Slide 12

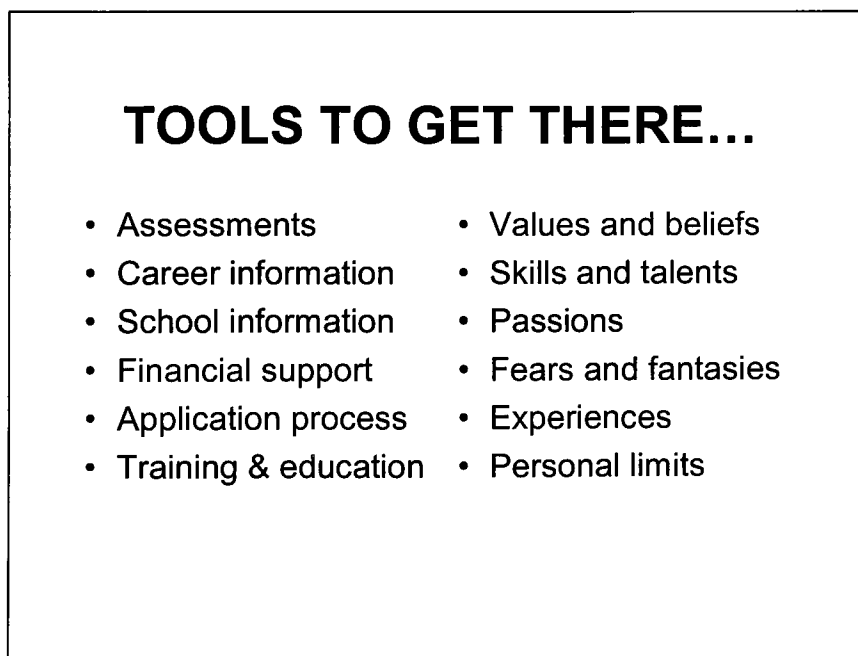
CAREER PLANNING IS NOT...

- Making ONE BIG career decision.
- Choosing an occupation to last a lifetime.
- Doing a quick test with a printout of possible choices.
- Matching a list of aptitudes and interests with a list of occupations.
- Teaching students how to write resumes or conduct themselves in an interview.

Slide 13



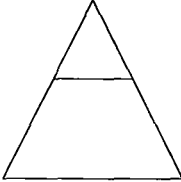
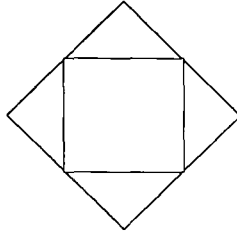
Slide 14



Slide 15

The future ain't what it used to be

"Toto, we're not in Kansas anymore..."

Slide 16

| Traditional Pyramid | Emerging Diamond |
|--|--|
| <ul style="list-style-type: none"> • Thick at the bottom; narrow at the top • Intelligence and talent at the top • Pay your dues and you'll rise • Loyalty pays off • Skill requirements are clear • Lots of chances to enter at the bottom; lots of chance to stay • Hierarchical-Specialists abound • Decision-making at the top and in the hands of very few • Considerable differentiation between 'blue collar' labourers and 'white collar' professionals • Focus is on Occupations/Job Titles | <ul style="list-style-type: none"> • Thick in the middle; thin at the bottom and top • Fewer at the top, but big money • Rising has been replaced by moving laterally through learning • Big square is knowledge and service-based. Huge opportunity for self-starters and risk-takers • Constricted base means very limited opportunity for low skill/inexperienced - assumption of basic skill • Fast paced and dynamic - generalists who are transferable/mobile will succeed in the highly competitive square • Decision-making in teams • Crumbling differentiation - 'aqua collar' workers are emerging as tasks expand and distinctions blur • Focus is on Skills - Charland suggests that if we focus on learning and building skills, the occupations will take care of themselves |

Slide 17

ESSENTIAL SKILLS

- **Basic numeracy**
- **Reading, writing and document use**
- **Thinking skills**
- **Oral communication skills**
- **Working with others**
- **Computer literacy**
- **Continuous learning**

» as identified by HRDC Canada

Slide 18

Personal Characteristics Employers Most Want Employees to Have

- **Ability to get things done**
- **Common sense**
- **Honestly/integrity**
- **Dependability**
- **Imagination/creativity**
- **Initiative**
- **Reliability**
- **Interpersonal skills**
- **Enthusiasm**
- **Judgment skills**

Slide 19

THINK SECTORS

- **Business** - includes accounting, legal, engineering, architectural, advertising, computer systems, consulting
- **Education** - includes primary, secondary and post-secondary education as well as private schools, adult training, human resources departments in business and a myriad of education support services
- **Finance** - includes banking, securities, commodities investment, real estate, rental and leasing services
- **Government** - includes public administration for all levels of government including international

Slide 20

SECTORS (CONT.)

- " **Health** - includes all those primarily involved in diagnosis, treatment, and residential care
- " **Information Technology** - includes computer services, computer and electronic manufacturing and telecommunication
- " **Service Sector** - includes repair, maintenance, security, private household services

Slide 21

Beliefs have an impact on career development, therefore the most important part of our student s future may be their belief about it

(Gelatt, 1989)

Slide 22

Be a Learning Model

- " Share your learning challenges/accomplishments
- " Connect school-work and work-work applications
- " Acknowledge informal/out of school learning
- " Ask the school for answers!

Slide 23

What Parents can do

- Provide/Support work experience opportunities
- Allow Risk
- Honour Choices
- Believe in your teen's gifts
- Embrace the search for meaning in work

Slide 24

There are only two lasting things
that we can give our children -

One is roots, the other is wings

Author Unknown

Appendix I

Career Centre Practitioner

CAREER CENTRE PRACTITIONER

SCHOOL NAME: _____

10-Month Status (1.0 Full-Time Equivalency) [FTE] (___ hrs/wk)

SALARY RANGE: _____

PURPOSE AND ACCOUNTABILITY:

The purpose of this position is to effectively manage the operations of the Career Resource Centre in a high school. In collaboration with school staff, the supervising teacher and under the direction of _____, assists the process of integrating career development into the school curriculum and activities. This position regularly interacts with school staff, students, parents, other Career Centre Practitioners, secondary and postsecondary Institutions, local business, community representatives, volunteers and other key stakeholders to ensure the effective dissemination of information. This position is accountable for providing accurate and effective assistance to students regarding career decision making processes, for providing updated, relevant information on career development, volunteer and job opportunities, and for assisting students with job search information (i.e., résumé, interviewing skills, job shadowing).

MAJOR RESPONSIBILITIES:

1. The purpose of this position is to effectively manage the operations of the Career Resource Centre in a high school. In collaboration with school staff, and the career services team and supervising teacher, assists the process of integrating career development into the school curriculum and activities. This position regularly interacts with school staff, students, parents, other Career Centre Practitioners, secondary and postsecondary Institutions, local business, community representatives. Provides input into use of the Career Resource Centre to the school staff and supervising teacher to support the optimal operation of the Centre. Assists lead teacher and staff to integrate career development curriculum for individual classroom use by making appropriate recommendations, conducting research or providing other necessary resources.
2. Initiates and maintains contact with stakeholders regarding Career Centre services, to receive pertinent information and to facilitate appropriate interactions.
3. Assists classes, individual students and staff regarding career development and the job search processes, such as:

- employability skills
 - self-assessment, goal setting information
 - resumes, cover letters, interviewing techniques
 - postsecondary information and occupational profiles
 - job shadowing
 - volunteer opportunities
 - utilizing technology related to career development
4. Provides assistance to students, parents and staff in utilizing the Career Resource Centre by providing information, resources and workshops.
 5. Organizes guest speakers on career development issues and postsecondary presentations.
 6. Monitors activities of Career Centre volunteers and special project students. Supervises individual students in Career Centre as directed.
 7. Maintains bulletin boards with updated information on career development.
 8. Orders supplies, equipment and resource materials for Centre for authorization by the supervising teacher.
 9. Assists teachers in maintaining a positive learning environment through the proactive promotion of the Career Centre Services, providing direct support to students, expertise and feedback to school personnel.
 10. Assumes other related responsibilities as assigned.

QUALIFICATIONS:

The completion of at least six (6) postsecondary courses towards a certificate in Career Development or related discipline. Three (3) to five (5) years experience working in the career development field. An equivalent combination of related education and related experience will be considered. Demonstrated competencies in planning and organization, communications, office administration and project management. Strong written and verbal communication skills and interpersonal skills. Established communications network with local businesses and career development agencies considered an asset. The ability to work effectively in a team environment. Demonstrated competencies in computer technology and applications. Personal suitability.

Appendix J

Career Resources, Membership and Websites Checklist

Career Resources, Membership and Websites Checklist

Resource Material

- Multiple Choices (Career Shop)
- Lasting Gifts (Career Shop)
- Job Search the Product is You (Career Shop)
- Job Seeker's Handbook (Career Shop)
- Alberta Careers Beyond 2000 (Career Shop)
- Youth Link (Human Resources Development Canada)
- Looking for Work (Career Shop)
- Employability Skills Creating my Future - Instructor's Guide and Student Workbook
- Workability Handbook (Career Shop)
- The Investigator (HRE, Calgary)
- Blueprint for Life/Works Design ((National Life/Work Centre 1-888-533-5683)
- The Edge (National Life/Work Centre 1-888-533-5683)
- So You are Going to Work (Human Resources Development Canada HRDC)
- Self-Employment -Is it for Me? (Career Shop)
- The Competitive Race (Career Shop)
- Rejuvenating Your Business (Career Shop)
- Young Entrepreneurs Alberta's Future (Alberta Learning)
- Finding Out: How to get the information you need to make the choices you want (Career shop)
- Trades, Transportation and Utilities (HRDC)(1994)
- Radical Change in the World of Work (Career Shop)
- The Adult Back to School Book (Career Shop)
- Changing Course Midstream (Career Shop)
- The New Middle Ager (Career Shop)
- Career Tip Sheets (Career Shop)
- Occupational Profiles (hard copy) (Career Shop)
- Volunteering How to build Your Career by Helping Others (Volunteer Association of Calgary)
- National Occupational Classification (Career Shop)
- Apprenticeship Training Guides (Alberta Learning)
- Industry Profiles (Business Service Centre 292-4575)
- Money 101 (Career Shop)
- Post-Secondary Calendars

Memberships for Career Centres

- 1.) Human Resources Association of Calgary
- 2.) Career Development Association of Alberta
- 3.) Career Practitioners Association HRE Calgary

Websites to Bookmark

Career Development Websites:

- www.alis.gov.ab.ca
- www.hrdc-drhc.gc.ca
- www.nextsteps.org
- www.cacee.com
- www.mazemaster.on.ca
- www.hrdc-drhc.gc.ca/student_loans/
- www.schoolnet.ca/grassroots
- www.accc.ca
- www.aucc.ca
- www.careerccc.org
- www.workinfonet.ca
- www.careeredge.org
- www.wittnn.com
- www.auysop.com
- www.canadajobs.com/calgary/index.htm
- www.learning.gov.ab.ca
- www.blueprint4life.ca
- www.tradesecrets.org/
- www.uwaterloo.ca/canu/index.html
- www.toefl.org

There are numerous career development websites available. Most CBE High Schools are presently using the sites listed. A more detailed list is provided in Appendix H.

Appendix K

Career Resource Centre – Student Tracking System

CAREER RESOURCE CENTR
Student Tracking System

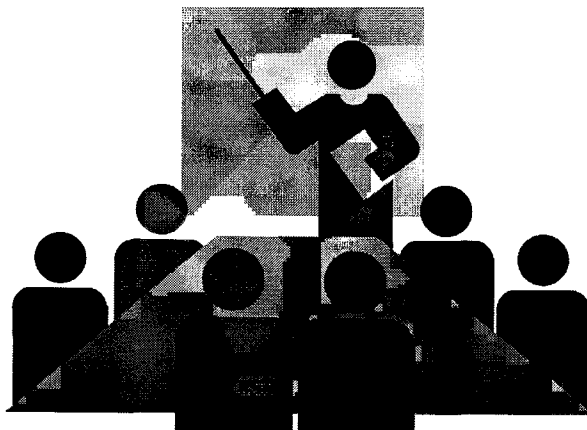
REASON FOR COMING

| # | DATE | NAME | GRADE | Post Secondary Info | Job Search | Career Profile | Resume Writing | Other-Please Specify |
|----|------|--------------|-------|---------------------|------------|----------------|----------------|--------------------------|
| 1 | | Student Name | 11 | | | X | | Mock Interview |
| 2 | | Student Name | 12 | | | | | Interest Test |
| 3 | | Student Name | 12 | | | | | Letter of Intention |
| 4 | | Student Name | - | | | | | Interest Test |
| 5 | | Student Name | 10 | | | | X | |
| 6 | | Student Name | 10 | | | X | | |
| 7 | | Student Name | 12 | | | | X | |
| 8 | | Student Name | 10 | Animation Colleges | | | | Course Selection |
| 9 | | Student Name | 11 | | | | | Application-Carma Centre |
| 10 | | Student Name | 11 | | | | | Application-Carma Centre |
| 11 | | Student Name | 10 | | | | | Interest Test |
| 12 | | Student Name | 11 | US Colleges | | | | |
| 13 | | Student Name | 10 | | | | | Work Style Test |
| 14 | | Student Name | 10 | | | | | Work Interest Test |
| 15 | | Student Name | 10 | | | | | Interest Test |
| 16 | | Student Name | 10 | | | | X | |
| 17 | | Student Name | 10 | | | | X | |
| 18 | | Student Name | 11 | | | | X | |
| 19 | | Student Name | 10 | | | | X | |
| 20 | | Student Name | 12 | | | | | Cover Letter |
| 21 | | Student Name | 10 | | | | | Cover Letter |
| 22 | | Student Name | 10 | | | | | References |
| 23 | | Student Name | 12 | | X | | | |

Appendix L

Marketing Career Centres

MARKETING CAREER CENTRES



Special Events

1. Staff Open House
2. New Teacher Open House
3. Career Fairs
4. Job Fairs
5. Volunteer Fairs

Technology

1. Career Centre Web Page
2. School Bulletin and PA Announcements

Presentations

1. Class presentations
2. Student Career Centre Orientations
3. Workshops
4. Seminars
5. Career Fairs
6. Professional development class for students

School Community

1. Monthly career centre newsletters
2. School Newsletter
3. Current career development information and resources
4. Create a career centre logo
5. Develop a career centre brochure
6. Work closely with faculty
7. Staff Professional Development on career development
8. Keep counsellors informed of what is available and areas of expertise
9. Have counsellors and teachers refer students to the career centre
10. Help educators identify what they need most
11. Conduct survey of students
12. Utilize career direction programs
13. Be visible

Community

1. Offer career development workshops to parents
2. Invite members of the public, business and industry to present information on various occupations and worksites
3. Invite feeder schools to use facility or for career centre personnel to go to the individual feeder schools
4. Promote career centre at different school or community events
5. Be visible
6. Offer networking sessions for students, parents, business people and alumni

Appendix M

Career Centre Implementation – Review Questions 2002

6.) What went well in the set up of your Career Centre? What would you do differently? Why?

7.) What would you like to see happen in Career Centres next year?

8.) What marketing strategies did you use? What worked? What didn't?

9.) Suggestions?